JANUARY 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

THE KEY WORD IS . . .

RELEVANCE

SEE PAGE 14

HUNGER IS ALL SHE HAS EVER KNOWN

Margaret was found in a back lane of Calcutta, lying in her doorway, unconscious from hunger. Inside, her mother had just died in childbirth.

You can see from the expression on Margaret's face that she doesn't understand why her mother can't get up, or why her father doesn't come home, or why the dull throb in her stomach won't go away.

What you can't see is that Margaret is dying of malnutrition. She has periods of fainting, her eyes are strangely glazed. Next will come a bloated stomach, falling hair, parched skin. And finally, death from malnutrition, a killer that claims 10,000 lives *every day*.

Meanwhile, in America we eat 4.66 pounds of food a day per person, then throw away enough garbage to feed a family of six in India. In fact, the average dog in America has a higher protein diet than Margaret!

If you were to suddenly join the ranks of 1½ billion people who are forever hungry, your next meal would be a bowl of rice, day after tomorrow a piece of fish the size of a silver dollar, later in the week more rice—maybe.

Hard-pressed by the natural disasters and phenomenal birth rate, the Indian government is valiantly trying to curb what Mahatma Gandhi called "The Eternal Compulsory Fast."

But Margaret's story can have a happy ending. For only $12.00 a month, you can sponsor her, or thousands of other desperate youngsters.

You will receive the child's picture, personal history, and the opportunity to exchange letters, Christmas cards—and priceless friendship.

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Youngstown, Ohio, Schools Close

Higher Education Groups Back General Federal Aid

Chief State School Officers Commend Johnson and Nixon

Public Agrees That Teachers Have Legitimate Complaints

Senate Report Urges Education as a Cure for Poverty

NEWS AND TRENDS

Youngstown, Ohio, Schools Close

Public schools in Youngstown, Ohio, closed from Thanksgiving until sometime this month because a millage election failed on November 5—the sixth consecutive defeat of a tax levy in the city. Youngstown, with 27,000 students and 1,400 teachers, has the lowest voted millage of any large city in Ohio. Personal property tax collections should now keep the schools running until at least April, when they may have to close again.

A few smaller districts in Ohio have had to close for the same reason.

Commenting on the closing of the schools, NEA President Elizabeth D. Koontz deplored the consistent disregard for the needs of children and the schools in Youngstown and the other Ohio towns. She said she was pleased, however, that NEA, through its DuShane Emergency Fund, has joined the Ohio Education Association in a cooperative effort to help teachers obtain interest-free loans during this difficult period.

Higher Education Groups Back General Federal Aid

Organizations representing American higher education have strongly endorsed the idea of general federal aid to colleges instead of the present program of categorical or earmarked funds.

The groups involved were the American Association for Higher Education, the American Council on Education, the Association of American Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of State Universities and Land-Grant Colleges, and the American Association of Junior Colleges.

Chief State School Officers Commend Johnson and Nixon

The Council of Chief State School Officers, at its 1968 annual meeting, commended President Lyndon B. Johnson and his administration for "its outstanding leadership in moving the nation so far along toward the goal of providing equal opportunities for all children and adults." During a give-and-take session at the meeting, however, the Johnson administration's education program was scored by state and federal officials for two major weaknesses—secrecy and failure to give states more authority.

Another Council resolution commended President-Elect Richard M. Nixon for "his strong commitment to education as expressed in his statement, 'I pledge my Administration to be second to none in its concern for education.' "

In other resolutions, the Council reaffirmed its belief that the U.S. Commissioner of Education should deal directly with chief state school officers in matters requiring important administrative decisions in elementary and secondary education. The Council also urged the U.S. Office of Education to provide high-level professional consultants on request to state education agencies.

Colorado Commissioner Byron W. Hansford was named 1969 president of the Council. Missouri Commissioner Hubert Wheeler was elected second vice-president and president-elect. State Superintendent of Public Instruction M. F. Peterson of North Dakota, 1968 president, became first vice-president.

Public Agrees That Teachers Have Legitimate Complaints

Teachers should have a bigger voice in the education system, they are underpaid, and they have justifiable reasons for striking. More than half of the public has these sentiments, according to a Louis Harris poll reported in the *Washington* (D.C.) *Post*.

Americans agree, 67 to 19 percent, that teachers should have more voice in the system. They agree, 51 to 41 percent, that teachers are underpaid and may have to strike to get more money. And 59 percent agree, according to the poll, that teachers have justifiable reasons for striking.

The public strongly believes, however, that it is the children who lose in a school strike. The poll reveals that 85 percent of the public shares this belief.

Senate Report Urges Education As a Cure for Poverty

"In the long run, the best assurance that children now living in poor families will not be poverty-stricken as adults is to provide them education of the highest possible quality." This is the conclusion reached by the Senate Subcommittee on Employment, Manpower, and Poverty.

The subcommittee's report, titled "Toward Economic Security for the Poor," noted that the largest identifiable group of impoverished Americans are children under the

Today's Education

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This month's cover

RELEVANCE looms large on this month's cover—and rightly so. JOURNAL editors agree with Dr. Van Til (see pages 14-17) that the schools must make education relevant for all young people by devising a curriculum that marches to the tempo of today's world and/or by fostering the kind of creative teaching that illuminates any legitimate subject matter.

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Texas Legislature Asked To Encourage Decentralization
Civil Liberties Union Backs Teacher and Student Rights
Ford Grants Underwrite Study of Ecology
Bavaria Okays Nondenominational Elementary Schools
Study of Indian Education Begun
Names in the News
NEA Reporter Gives Association News

age of 18. The report estimates the number of such children at 12.5 million.

Texas Legislature Asked To Encourage Decentralization

A financial incentive to encourage Texas cities to decentralize their large school districts into smaller "community educational systems" has been recommended to the Texas State Legislature by the Governor's Committee on Public School Education. The proposal calls for payment of $10 per average daily attendance if a district decentralizes into systems with a minimum of 10,000 pupils. Each subdistrict would have an appointed board, but final jurisdiction would rest with the elected board as presently constituted.

Civil Liberties Union Backs Teacher and Student Rights

"A teacher should not be dismissed for holding and expressing opinions, religious, political, social, or otherwise. He may be dismissed only for demonstrable incompetence, lack of professional integrity, abuse of the academic process, or when his behavior affects his professional performance in a demonstrably deleterious fashion," the American Civil Liberties Union said in a recent policy statement.

The ACLU statement said further (a) that a school's professional staff is qualified to establish what shall be included in the curriculum and when and how it shall be taught, free from dictation by community groups or individual citizens and (b) that outside the academic setting a teacher can engage in political activity, dress as he pleases (See "Teachers' Dress and Grooming," page 46 of this JOURNAL), and engage in whatever sports, recreations, or pastimes he chooses unless it can be shown that his behavior is adversely affecting his professional performance in a "demonstrably deleterious" manner.

The statement also said that education is too important to be denied to a high school student because of personal appearance, marriage, or pregnancy. Further, "no student should suffer any hurt or penalty for any idea he expresses in the course of participation in class or school activities." An infraction of rules by a student which may lead to serious penalties, such as expulsion from school, should require a formal hearing and the right of appeal, the civil liberties group said.

Ford Grants Underwrite Study of Ecology

Ecology, the science that deals with the interrelationships of living things and their environment, has gotten a boost via $3.96 million in Ford Foundation grants. Man's pollution of the environment through industrial exploitation will be part of the focus of the studies that seven universities will make under the grants.

Bavaria Okays Nondenominational Elementary Schools

As the result of a recent plebiscite, Bavaria, a predominantly Catholic part of the Federal Republic of Germany, will soon be sending its elementary pupils to joint schools for children "of all religions." The change will take place by the 1969-70 school term. Denominational classes will still be allowed as part of the public school curriculum.

The Bavarian Teachers' Association initiated negotiations to make the joint schools possible. The amended text of the Bavarian constitution now reads: "Public elementary schools are joint schools for all children of elementary age; in these schools children are taught and educated according to the principles of the Christian confessions; further details are laid down in the elementary school law."

Study of Indian Education Begun

A three-year National Study of American Indian Education is being made under the direction of Professor Robert J. Havighurst of the University of Chicago. Twenty-five systems will be studied in Indian communities ranging from Alaska to North Carolina. The project has received initial financing of $190,000 for the first year from the U.S. Office of Education.

The U.S. Office also has established an Indian Education Unit. The Unit publishes a monthly newsletter on Indian education as an attempt to bridge the information gap between USOE and the Indian community.

Names in the News

U.S. Secretary of Health, Education, and Welfare Wilbur J. Cohen has announced that he will return to the University of Michigan as a professor of public welfare administration.

Melvin W. Barnes, superintendent of schools in Portland, Oregon, and a former member of the defunct Educational Policies Commission, will become vice-president and chairman of the editorial board of Scholastic Magazines.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including zip code.)*

Entertainment Value

In response to Thomas R. Stretton, Jr.'s article (October), I would like to suggest that students who have read and enjoyed a literary selection are confused when the teacher analyzes it and finds hidden meanings in every phrase. They are frustrated to find their original interpretations distorted by an unreasonably detailed analysis.

By all means appreciate the entertainment value of literature and do your utmost to impart that appreciation to your students. This is a step toward effective teaching in the area of literature.

—Elmer E. Hunt, Jr., *assistant professor of mathematics, Boise (Idaho) State College.*

Unfinished Movies

Recently, I read Arnold Arnold's syndicated column in which he described the "Unfinished Story" program of movies and urged its use by a variety of organizations.

As Illinois Federation of Women's Clubs State Junior Education Chairman, I would like to learn more about the program. Is printed information available?

—Janet Pritts, *Normal, Illinois.*

♦ *For information about the 8mm and 16mm color films based on some of the unfinished stories from the* NEA JOURNAL *and about a booklet containing 44 of the most popular unfinished stories, see page 68.*

Apply Early

We at the Passport Office urge persons planning overseas travel this year to apply for passports by early February, if possible. This will allow us to provide better service and will assist in leveling the seasonal work load of the Passport Office, allowing us to reduce the amount of overtime which is always required at the peak of the passport application season. This will benefit every citizen, since it will give him more for his taxes.

—Frances G. Knight, *director, Passport Office, Department of State, Washington, D.C. 20520.*

Kindergarten Programs

I read Dr. Berson's article, "The All-Day Kindergarten" (November), with mixed emotions. Her ideas and possible answers sounded great, but how feasible would they be in the average district?

—Wanice A. Haas, *kindergarten teacher, Berryton (Kansas) Grade School.*

As more and more three- and four-year-olds are brought into school situations, persons responsible for their care and training must beware of the danger of massing children together without regard for the facts that (a) each child has a particular background and history that make his kindergarten needs different and (b) kindergarten children vary widely in their degree of maturity and their ability to tolerate group situations.

An analysis of present needs indicates that three groups of children are involved in kindergarten education:

1. Children who come from good home backgrounds, have been intellectually motivated to learn, and need a broad, stimulating program
2. Children coming from any of a variety of home backgrounds who are lacking in maturity and emotional stability
3. Children who are not receiving adequate care and nurture in their homes and who need a place to go for protection and the development of abilities.

Each school system should define the kindergarten philosophy most suited to the particular needs of the community.

—Lucille Mayne, *early childhood education specialist, Wisconsin State University, Eau Claire.*

Of Hair and Beards

What an articulate article "Unshaven, Unshorn, and Unacceptable?" is! I am gleeful that our own professional magazine is showing that it is tuned in to what's happening.

—Sally E. Stocking, *teacher of French and art, K-6, Williamstown, Massachusetts, public schools.*

As I observe the squabble in our schools about students' hair and beards, I am appalled that teachers and principals allow themselves to be diverted from the more urgent and more valid concerns of schools for such trivia.

Daniel Zwerdling's article states the case quite well. After all, a generation ago almost all men wore beards. And we must face the fact that the forebears of many of us were proud of their whiskers.

—A. R. Mead, *Florida state director, National Retired Teachers Association, Gainesville.*

This kind of tripe makes it doubly difficult for those of us still strong enough to try to maintain discipline and common sense and to keep the lid on students' demands to take over our schools.

—Richard Crow, *director of guidance, Berlin (Wisconsin) High School.*

Selecting Students

I'm wondering what David E. Graf ("He That Hath A Trade," November) does with students who can't qualify for vocational training. Does he send them on to college or create dropouts?

—Don P. Smith, *coordinator of vocational education, Charlotte, Michigan, public schools.*

COMING NEXT MONTH

SPECIAL FEATURE ON MEDIA FOR TEACHING AND LEARNING—*The use of media in today's schools presents new roles and possibilities for teachers and for students.*

TESTS AND MEASUREMENTS OR SELF-EVALUATION—MUST WE CHOOSE?—*The author thinks not but says we must develop a new program of evaluation based on the theory of internal causation.*

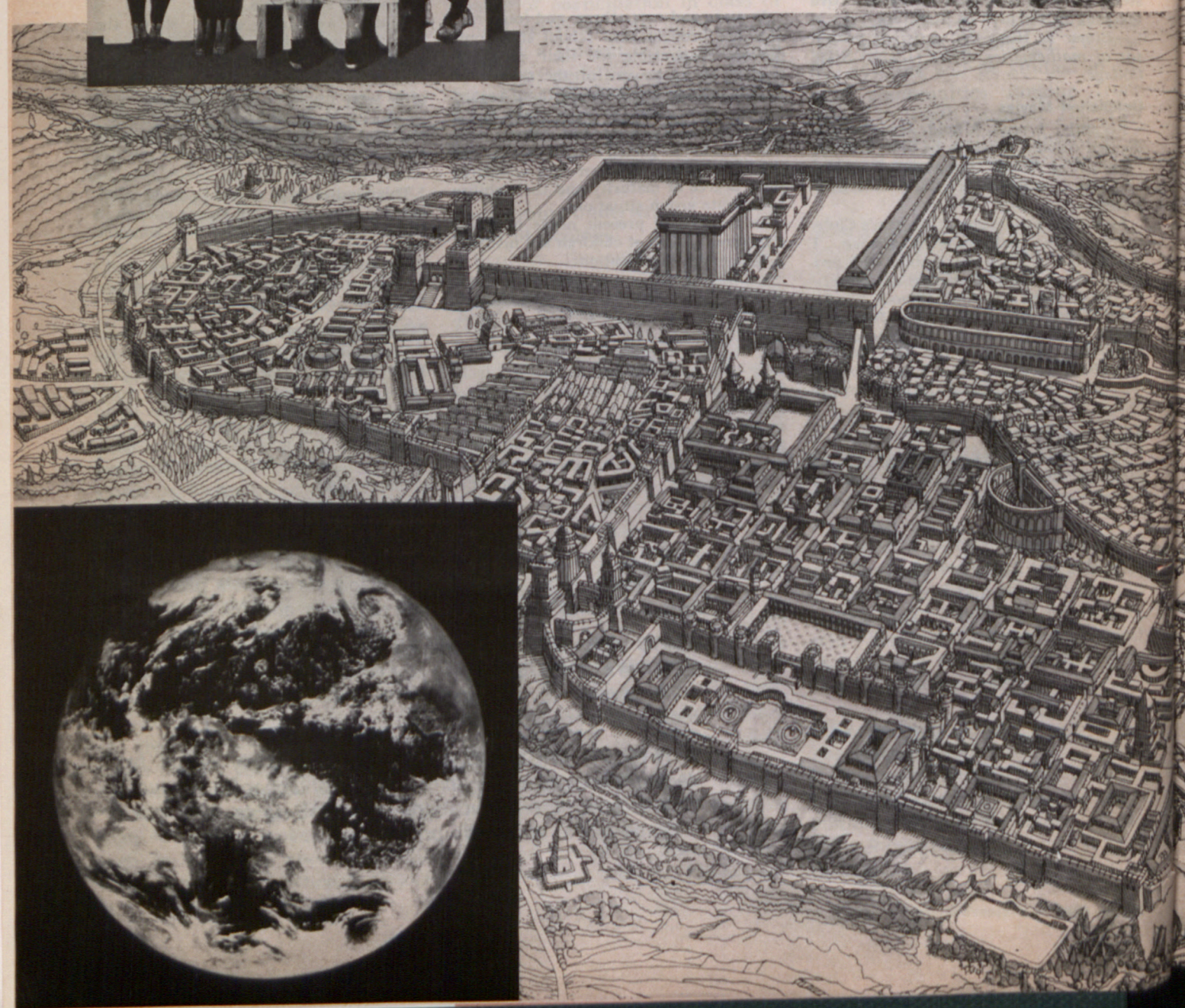
TRYING TO FIND THE PONY—*What is* really *meant by decentralization, community control of schools, accountability, control of education, teachers' rights, and governance of the education profession?*

(above) *A Shepherd Boy* —by Bertel Thorvaldsen.
(Photo-Ole Woldbye)

(left) *The Family*—by Marisol.
(Museum of Modern Art, New York)

(right) *A Royal Group*—Benin bronze altarpiece from Nigeria.

(below, left) *The Earth*, seen from 22,300 miles out in space
(NASA photo, from ATS Satellite)



Masterpieces from the 1969 World Book.

Pioneers climbing a riverbank.

"The eyes have it" in the 1969 edition of The World Book Encyclopedia. Visually as well as textually, it's the most exciting edition since World Book began.

1969 highlights: The new *Sculpture* article matches the widely acclaimed World Book *Painting* article in encyclopedic scope, critical commentary, and extensive illustration. In 36 pages, it shows 83 masterworks in magnificent color. (Note examples shown.) Masterworks of fine art added to this new edition number a total of 138 new illustrations, most in color. A 17-page new article, *Pioneer Life in America,* provides resources for indispensable class projects. More than 200 new biographies cover personalities from fields as varied as jazz, sports, and films to literature and current history. The new *Jerusalem* article includes a masterpiece of research in biblical archaeology, and a publishing "first" for any encyclopedia—a 3-page, fold-out, full-color illustration of *Jerusalem at the Time of Christ.* Updated science articles—from *Antimatter* to *Wind Chill.* A greatly expanded article, *Negro,* plus 40 new biographies in this field. All told, the 1969 edition offers 725 brand-new illustrations, most in color.

For a view of a new masterwork in publishing, see the 1969 World Book Encyclopedia.

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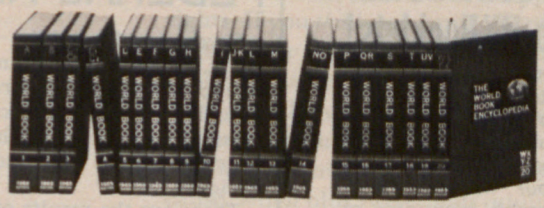

Jerusalem at the Time of Christ—a 3-page fold-out—recreates the Holy City Jesus knew.

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Member, Spouse, and Each Child*	60,000	25,000	10,000
	5,000	5,000	2,500
	50,000	20,000	7,500
	10,000	10,000	3,750
	5,000	5,000	2,500

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A few losses are not covered, e.g., those resulting from: suicide, attempted suicide, intentionally self-inflicted injury, war, active duty in armed forces, or the operation of an airplane. For persons under age 70, loss must be sustained within one year of accident; otherwise, within 90 days.

For further information write to: NEA Special Services Division, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

*Unmarried children under age 21, but up to age 25 if dependent upon member for support.

TEACHER OPINION POLL

FEDERAL AID TO EDUCATION

Seven in 10 public school teachers think the federal government should help finance the general program of the public schools, including the cost of teachers' salaries. Two in 10 teachers are opposed to such federal aid, and 1 in 10 is undecided.

These are the results of a recent Teacher Opinion Poll which asked a nationwide sample of public school classroom teachers the following question:

"Would you favor or oppose a bill for general federal aid to education, half of which would be used to increase public-school teacher salaries, and half of which would be used to improve other aspects of the general educational program?"

Teachers who approve of general federal aid are divided about evenly between those who say they are *strongly* in favor of such a measure and those who say they *tend to* favor it. Among opponents, however, those who are *strongly* opposed number less than half those who *tend to* oppose general federal aid.

More men than women favor a bill for general federal aid that would help improve teachers' salaries. About the same percentage of men and women *tend to* favor such aid. But a much larger percentage of men than women *strongly* favor such a bill. A larger proportion of women than of men is undecided about the merits of general federal aid.

	Total	*Men*	*Women*
Strongly favor	36.4%	45.0%	32.1%
Tend to favor	33.2	32.6	33.5
tend to oppose	14.9	11.6	16.6
Strongly oppose	6.4	5.2	7.0
Undecided	9.1	5.6	10.8

Opinions of teachers in different geographic regions are very similar. However, slightly greater support for general federal aid is found among teachers in eastern areas than among those in the middle and western states. The Southeast leads in the proportion of teachers who *strongly* favor a bill for general federal aid.

	North-east	*South-east*	*Middle*	*West*
Strongly favor	36.2%	45.4%	33.0%	32.8%
Tend to favor	37.5	27.3	32.5	34.7
Tend to oppose	12.5	11.7	17.4	17.5
Strongly oppose	4.6	6.0	7.0	7.9
Undecided	9.2	9.6	10.1	7.1

—NEA Research Division.

+2=-1

When plus two equals minus one, DuShane solves the problem.

When DuShane is minus money, you solve the problem.

A teacher in a troubled school district got a little active in politics last year. Billy Don Montgomery helped in the election of two new members to his school system's board of trustees.

The teacher who stood up politically wasn't rehired for 1968-69. Plus two board members meant minus one teacher.

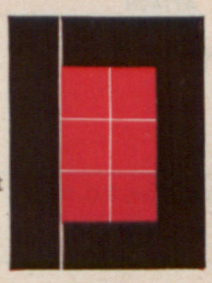
The DuShane Fund of the National Education Association is fighting that kind of old math. It's standing up for the teachers who stand up.

This year the NEA DuShane Emergency Fund will need more than $5 million in support of teachers' rights. If you *think* you can't afford to give $5, you should *know* you can't afford not to.

When this teacher wins his case, all teachers win the same case. If you're not supporting DuShane, you're getting something for nothing.

When not rehiring really means firing without cause, when plus two equals minus one, DuShane solves the problem.

For further information on the NEA DuShane Emergency Fund, contact:
Mrs. Mary Ann Scott
Director
NEA DuShane Emergency Fund



To: NEA DuShane Emergency Fund, Accounts Division
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TEACHER IN POLITICS

Drawing on her experience in working for other candidates, Mrs. Elizabeth W. Stokes ran for and won the post of Roanoke County (Virginia) Clerk of Court. She began her eight-year term in January 1968.

Although Mrs. Stokes had to resign her position as supervisor of teaching materials and films to take the full-time office, she is maintaining her life membership in NEA. She plans to return to education when her term as clerk is finished.

Mrs. Stokes has been president of her County Council of PTA's and a member of the State PTA Board of Managers.

—Fred R. Eichelman, *assistant principal, Glenvar High School, Salem, Virginia; former president, Roanoke County Education Association.*

FOR YOUR INFORMATION

ELIZABETH D. KOONTZ, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, D.C. 20036. Telephone: Area Code 202, 223-9400.

1969 NEA Convention: June 30-July 5, Philadelphia.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

NEA membership, May 31, 1968: 1,081,660.

NEA officers and headquarters staff: See *NEA Handbook*, pages 10-16; 423-24; and inside back cover. NEA platform and resolutions: *Handbook*, pages 66-68.

NEA departments: *Handbook*, pages 155-207.

NEA divisions, special projects, task force, commissions, councils, committees: *Handbook*, pages 94-154.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, D.C. 20005; see *Handbook*, pages 382-84.

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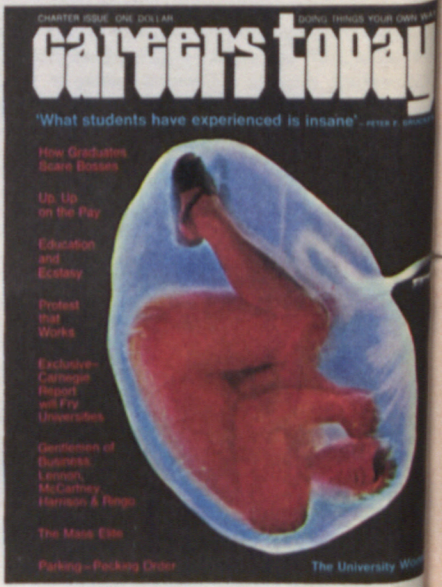
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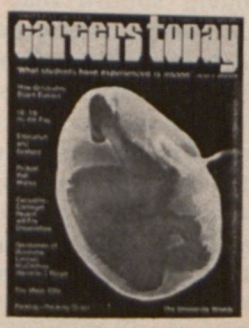

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The Key Word Is

WILLIAM VAN TIL, *Coffman Distinguished Professor in Education, Indiana State University, Terre Haute.*

• **Let us begin with an admission:** Some of the content we teach in American schools is not as relevant as it might be to the lives of the young people we teach, to the society in which they are growing up, or to the clarification of democratic values.

Some illustrations are obvious. For instance, one of the many Puerto Rican schools I visited during a New York University survey of education in Puerto Rico was in a village high in the mountains of the interior. The villagers were very poor and afflicted with the problems that go with poverty—poor nutrition, inefficient agriculture, dilapidated housing, bad health, and the rest.

Only a handful of young people of the village and the surrounding countryside ever enrolled in any kind of educational institution beyond high school. Yet, what were the young people studying in the secondary school in this little mountain village? In a social studies class, they were memorizing lists of products of South American countries. Their mathematics work had no relationship to the problems they might encounter in the school shop or at home or elsewhere. In an English class, students were reading eighteenth and nineteenth century British novels: At the time of my visit one class was dissecting *Ivanhoe.* (This mountain school and community, I hasten to say, was not typical; many other Puerto Rican schools were more relevant to learners, society, and values, and many other communities had higher living standards.)

Recognizing the lack of relevance in education in an exotic, faraway setting is easy. Such was the case when I visited a home economics class in a town of mud hovels in Iran: The girls were making scrapbooks of pictures (clipped from very old magazines) that portrayed the clothes and foods of prosperous Americans and Europeans.

The closer to home we get, however, the harder it becomes for a teacher to recognize irrelevance. Take Doris Smith and Harry Jones, for instance. She teaches in the suburbs in the Midwestern United States; he, in the slums of a West Coast city. Both of them would quickly recognize the lack of meaning in the two faraway examples cited. Yet, both might have difficulty recognizing that they have their own problems in making the content of their classes meaningful to some students.

Doris Smith teaches social studies in an affluent suburb that is among the first places where new national projects and proposals are tried. A genuine innovator, she uses a variety of methods and materials with versatility. She uses simulation techniques, for example, and has just completed an academic game with her eleventh graders. The game deals with economics; the players adopt roles and the ones who make the most money are the winners.

Margaret, one of Miss Smith's better students, went through the motions of the game but was fundamentally uninvolved. Why? Because, like Benjamin in *The Graduate,* Margaret had painfully learned from the lives of her parents and their friends that affluence did not necessarily result in a good life. Why, wondered Margaret, were teachers blind to what was most relevant to young people? For instance, why didn't the teacher see that the most important thing about this game would be to examine the materialistic goals which were taken for granted as desirable?

During follow-up discussions, Miss Smith raised questions with the class about the strategy of moves made during the game. Margaret's responses were correct but unrelated to her concern for values.

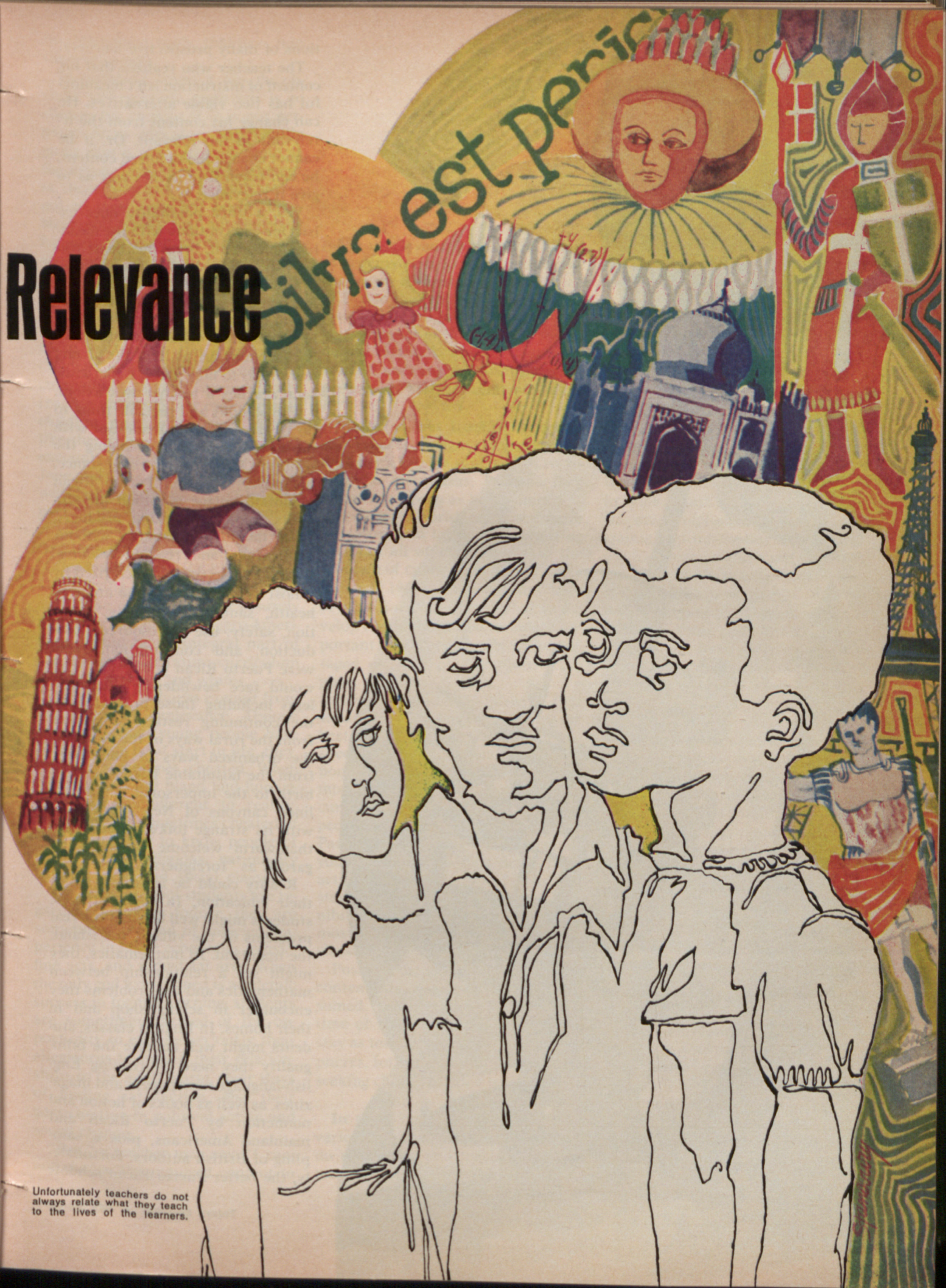
Harry Jones teaches language arts in an intermediate school in a slum neighborhood. Though Mr. Jones is white and most of his students are black, racial differences have not been a barrier to mutual liking and respect. The class is now reading a selection in a new anthology which is quite appropriate to the level of the students' reading abilities. Mr. Jones notices that Jess isn't reading the assigned selection, but instead is simply leafing through the pages. It isn't as though I'd asked the class to read dull, difficult material simply because it's supposed to be an English classic, Harry thinks. I guess Jess just doesn't care.

Jess is thinking: I can't find black men in this book. Where's the brothers? This is Whitey's book. How can a good guy like Mr. Jones be so dumb? Not for me, baby.

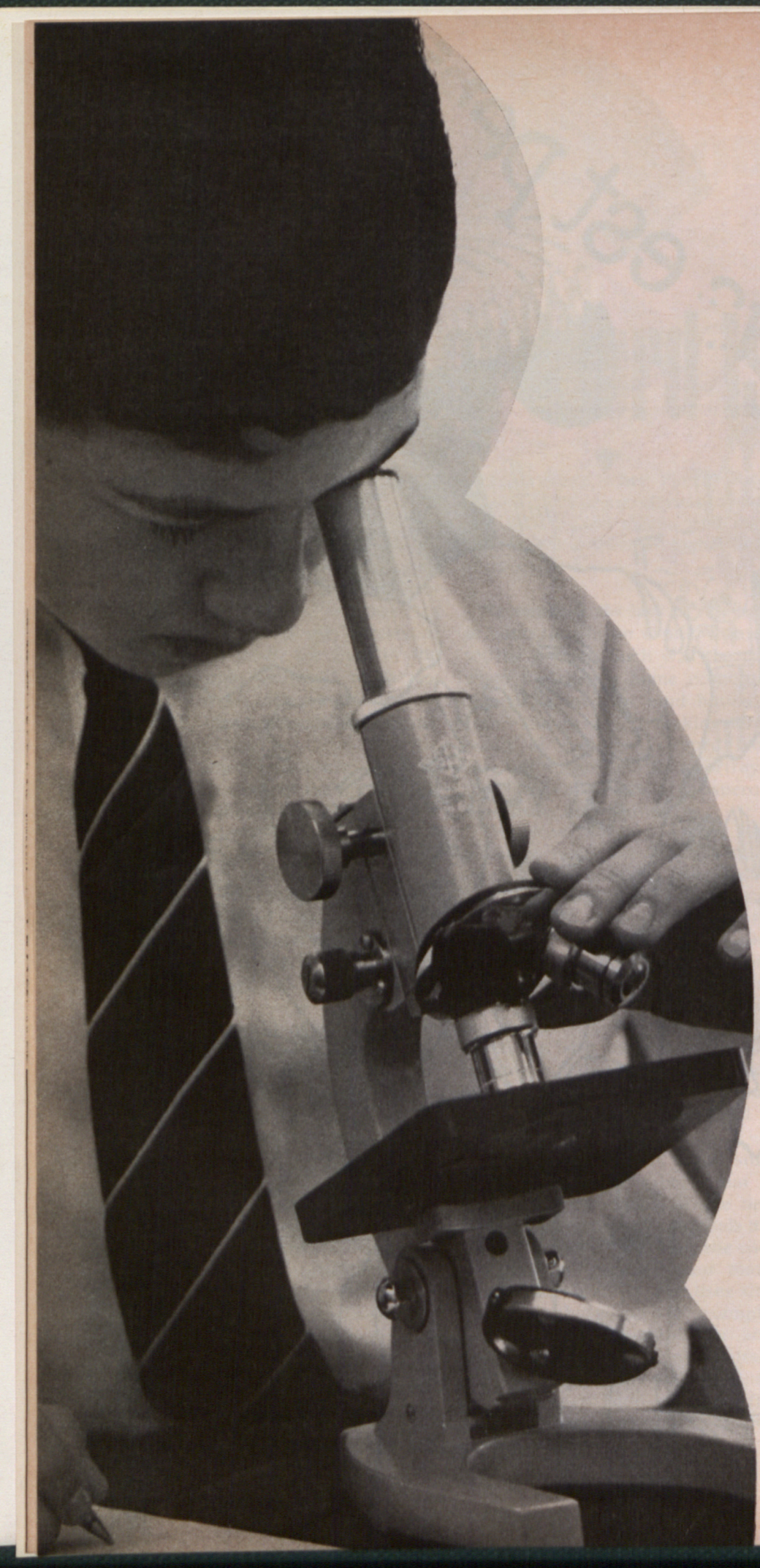
"What are you doing, Jess?" asks Harry. "Just lookin'," says Jess.

Good teachers though they are, even Miss Smith and Mr. Jones sometimes attempt to teach content that is unrelated to the lives of learners. Some teachers have even greater difficulty in achieving relevance than do methodologically skilled Doris and well-liked Harry. Classes do exist in your community and mine in which an uninterrupted academic content bores young people. Classes do exist where subject matter is quite unrelated to the dilemmas and struggles and aspira-

Relevance



Unfortunately teachers do not always relate what they teach to the lives of the learners.



tions of many prospective learners.

The teacher who realizes that his content of instruction isn't meaningful has two viable alternatives. He can change his content from the irrelevant to the relevant. Or, if he cannot change the required content, he can teach it in such a way as to give it relevance.

Yes, a third possibility does exist. One can continue with the meaningless content, break his heart trying to teach, and achieve very little.

A teacher does not need extensive instruction in educational psychology to realize that his teaching must be connected with the student's background, drives, and life if any learning is to take place. Experience soon teaches a teacher this axiom.

The obvious and sensible thing to do is to replace the irrelevant with the relevant through changing the content. Remember, for instance, the poverty-stricken Puerto Rican mountain village in which the students were memorizing products, being taught mathematics without application, and reading *Ivanhoe*. Here was a setting characterized by a host of problems in the areas of health, sanitation, housing, nutrition, safety, use of resources, production, and consumption. Here were Puerto Rican youngsters who would face bewildering life problems including those presented by the continuing restless migration from the rural ways of the *barrio* to the urbanized ways of San Juan; from the hospitable island of their birth to the impersonal, tenement-lined canyons of New York City, with its strange folkways and less-than-warm welcome to those regarded as "foreigners."

Reality could be introduced into their education. In social studies, students might well learn of the real problems of the village, the island, the mainland. In mathematics, they might see a relationship between mathematics and the problems they encounter in school shop and in their homes. In English classes, students might well acquire the bilinguality they need by reading English-language newspapers and magazines, as well as books of fiction and nonfiction by Puerto Rican and mainland Americans, plus a sampling of British authors. Fortunately, the better Puerto Rican schools

do introduce such realities into their programs.

In mainland America, too, the obvious and sensible approach is to change the content if it is not germane. Most educators will readily grant that a teacher must begin at the actual level of accomplishment of those who are to be educated—not to stay there but begin there. Most will grant that pitching the learning at an unreachable level is an exercise in futility. But additionally we must recognize the vital importance of selecting suitable content.

The curriculum should be made more relevant to the lives of the children and youth for whom the curriculum exists. Through their reading materials, for example, city children must often meet people like themselves, rather than always encounter the legendary Dick and Jane and Spot of suburban life. The world of the city must itself become part of the subject matter if young city dwellers are to improve human relations, develop citizenship, widen horizons, and meet the problems of urban living. In Harry Jones's class, and those of his colleagues, surely the contributions of Negro-Americans should be an integral part of the American literature curriculum for both Negroes and whites.

Nor are the suburbs exempt from the blight of irrelevance. Though some suburban young people have an economic head start in life, they, too, are sometimes cheated. When communities are bland and homogenized and indifferent to reality, the young are sometimes cheated of the opportunity to know people of varied races, religions, nationality backgrounds, and social classes.

When high school students are regarded as college fodder, they are sometimes cheated of sufficient experience in home economics, music, fine arts, and industrial arts. When the only god worshipped is academic success in formal learning, students are sometimes cheated of the opportunity to explore seriously their allegiances to values, their relationships to the adult world, their ways of finding satisfaction, and their participation in political action and social change.

"But," a teacher may say, "I cannot change the required content to make it relevant. I am not a board of regents or a local board of education or a curriculum bigwig attached to the central office staff." He may add, "I am just a humble teacher, a prisoner of the syllabus, the required textbook, and the system in which I am caught. Deviation is not permitted. THEY would not allow it."

Maybe so, but I doubt it. Before the teacher resigns himself to a prisoner's life, he might wish to reexamine his chains. Perhaps they are not as strong as he assumes.

In today's world, more and more educators and laymen are realizing that not all of the answers to the problem of curriculum are in. Since the early 1960's, increasing numbers of educators have attempted to develop curriculums that are more important to the culturally disadvantaged or, in a plainer phrase, the poor.

Now recognition is growing that we are far from having achieved the best of all possible worlds with respect to the education of the economically advantaged. In 1969, still more educators will be looking for curriculums appropriate for young people from affluent backgrounds. Paradoxically, today's disenchanted young people, including democratic activists and serious and sensitive students as well as hippies and nihilists and revolutionaries, stem mostly from the middle and upper classes.

Possibly the chains of established content are not as binding as assumed. Teacher power grows. In a time of teacher shortage, few need stay as teachers in repressive atmospheres, for some administrators are seeking change-minded teachers.

In those cases where, through a variety of circumstances, the chains do prove real and teachers simply must use some prescribed content which is not as relevant as they would wish it to be, how can they make their work more meaningful?

Rather than making fundamental changes in the content, some teachers use the second alternative mentioned and adapt the content to make it more relevant. Illustrations are legion: In literature, teaching *Julius Caesar* in relationship to contemporary dictatorships; in history, preparing and contrasting attitudes toward past American wars with present attitudes on war in Viet Nam; in biology, relating the study of human blood to false claims and misleading mythologies as to blood differences between races; in modern languages, teaching the culture as part of the culture's language; in language arts, stressing those readings in anthologies which have most meaning to the particular learners. Miss Smith, for instance, could have discussed with the class the value assumptions behind the economic game that was the required content.

Some readers may ask for the prescription good teachers use for adaptation of content. There isn't any. Sorry about that. If there were a single sovereign remedy, it would have been discovered long ago. The good teacher uses his intelligence in relating the required content to the world of the learner. Good teachers have been doing so for a long time; adaptation is no revolutionary doctrine.

In making content more relevant, there is no substitute for knowing the social realities which characterize the environment of the student. There is no substitute for knowing the learner as an individual. There is no substitute for having a philosophy which gives direction to the educational enterprise. So armed, one can relate much of the content to the learner, the class, the school, and the community. •

INTEGRATING AMERICAN HISTORY

N. FRANKLIN HURT, *assistant dean, Adult Education, Thornton Junior College, Harvey, Illinois; formerly, history teacher, Thornton Township High School.*

• **Showing the Negro in his true** role in American history is perhaps the most complex, important, and difficult as well as the most necessary task that a high school history staff will undertake in this generation. Pressures for the needed innovation have come from at least four quarters: the Civil Rights movement of the last dozen years, the new light shed on the role and treatment of the American Negro by recent studies, the realization that racial stereotyping is divisive and inimical to the development of an intelligent and constructive way of life in a pluralistic society, and the increasing demands on the public schools to assume responsibility to help society with its most pressing problems.

In 1963, the staff of the History Department at Thornton Township High School in Harvey, Illinois, began the task of "integrating" the history curriculum used in the integrated (two-thirds white, one-third Negro), comprehensive high school. The goal of the revised curriculum was to break down the racial stereotypes that existed in the minds of some of Thornton's students.

As a beginning, the staff developed a new course of study designed to help teachers show how Negroes have participated in our history. Department members revamped standard chronological units (the Age of the Federalists, 1789-1800; the Jeffersonian Period, 1801-1808; and so on, up to the present) so that each would include germane facts of Negro history for that period. A bibliography and a listing of audiovisual materials for each chronological unit provided teachers with significant source material classified for fast, average, and slow-ability groups.

The new course of study seeks to keep the Negro in focus as a constant and natural participant in U.S. history. Heretofore, only a fragmented or blurred conception of the Negro's role in our nation's past has emerged because he has tended to appear only infrequently and spasmodically in the history books.

As revised, the course of study brings to light the contributions of the American Negro in the context of each historical period and the handicaps placed upon him in each. In addition, it helps students question common assumptions or misconceptions. A common misconception, for example, is that prior to the Civil War the Negro's sole contribution to the nation was picking cotton. This notion ignores the work of such an outstanding Negro as Benjamin Banneker—mathematician, astronomer, editor, and surveyor—who served on the commission that drew up the plans for Washington, D.C. It also overlooks Phyllis Wheatley, the eighteenth century Negro poet, and the powerful abolitionist leader, Frederick Douglass.

Students of the new course of study find that, contrary to prevalent assumptions, Negroes have distinguished themselves since the Civil War, not only as athletes and entertainers, but also as scientists and artists. The new look at history examines both the achievements of the American Negro and the obstacles that have been placed in his way.

To the revised course of study, the Thornton history staff added something new—a unit centered on the condition of the Negro from Reconstruction to 1900, the period in which racial segregation was legally sanctioned by a series of Supreme Court decisions.

In this unit, the student sees the casting of the mold that has sys-

tematically excluded Negroes from political participation, economic progress, and social acceptance. He learns how, in the Civil Rights Cases of 1883, the U.S. Supreme Court struck down the Civil Rights Act of 1875 and removed the public-accommodations provision covering hotels, theaters, and places of public amusement. He notes that the Court crippled the Fourteenth and Fifteenth Amendments and declared that interference with Negro voting rights by such private groups as the Ku Klux Klan was a matter beyond its purview. He hears how the Plessy *v.* Ferguson decision of 1896 legalized racial segregation in public facilities, including schools, and how the Supreme Court rationalized this under the "separate but equal" concept for almost six decades.

This specialized unit involves examination of other restrictions applied to the Negro during the last quarter of the nineteenth century. It also highlights discriminatory practices that have retarded economic development. For example, the student finds that by 1900 over 50 percent of the Negroes in the South were still engaged in agriculture and that until World War I most of the Negro population remained in the South because Northern industrialists preferred immigrant labor.

In short, the student learns that by the turn of the century restrictions on Negro housing and social conduct had reached national proportions and the foundations had been laid for a continued high rate of Negro illiteracy, public dependency, and crime.

When the student has completed this intensive unit, he is in a better position to examine thoughts he may harbor about the "inherent inferiority" of the Negro. As a result, he may better come to grips with immediate issues like school integration, open occupancy, the biased attitudes of his friends and neighbors, and simple slogan solutions.

Although standard U.S. history texts are improving, they continue to depict slavery as an abstract political issue with both favorable and unfavorable aspects. Too frequently, they play down moral issues while leaving slavery essentially untouched or sugarcoated as a human condition. Most texts fail to report the achievements by and for the Negro during the Reconstruction period and largely ignore the post-Reconstruction story of how the Negro was systematically and legally stripped of his newly gained rights.

To compensate for the inadequacy of the texts, Thornton uses supplementary material organized into classroom sets. Such works as *Black Cargoes: A History of the Atlantic Slave Trade* by Daniel Mannix and Malcolm Cowley (Viking, 1962) and *From Slavery to Freedom: A History of American Negroes* by John Hope Franklin (Knopf, revised edition 1956) depict the truly harsh nature of the slave trade and plantation system. Works like *The Era of Reconstruction: 1865-1877* by Kenneth Stampp (Knopf, 1965) and *The Strange Career of Jim Crow* by C. Vann Woodward (Oxford, revised edition 1966) may be used to dispel many of the common myths and misunderstandings about the nature of Reconstruction and the condition of the Negro between 1865 and 1900.

Two studies that deal very perceptively with the problem of Negro self-image and cultural identification are: *Negro Self-Concept: Implications for School and Citizenship* by William C. Kvaraceus et al. (McGraw-Hill, 1965); and *Crisis in Black and White* by Charles E. Silberman (Vintage Books, 1965).

Other supplementary sources useful in showing the Negro in his proper perspective in American history are: *The Negro in the Making of America* by Benjamin Quarles (MacMillan, 1965); a syllabus entitled *The Negro in American History* prepared by the Department of History of the Public Schools of the District of Columbia (1964); and a collection of documents, *The Negro in American Life*, edited by Richard C. Wade (Houghton Mifflin, 1965). Teachers find the Quarles book suitable for the fast and average students because of concepts and vocabulary, and the Washington, D.C., syllabus especially useful for the slow learner because of its very precise organization and terse narrative. Richard Wade's collection of documents can be used with all groups. Funds for these books can be obtained under Title II of the Elementary and Secondary Education Act.

Books are not the only helpful sources. Some of the audiovisual materials dealing with Negro history are remarkably well done, adaptable, and reasonable in cost. For example, a three reel, 16mm film series entitled "History of the Negro in America" (McGraw-Hill) covers the entire span of American history. The first reel begins with the fifteenth century slave trade and traces slavery up to 1860; the second reel focuses upon the Negro during the Civil War and Reconstruction; the third traces his plight from the 1870's through the Civil Rights movement of the 1960's. Each reel is 20 minutes long, costs $125, and can be used in a variety of ways, at various points, and for many purposes.

Filmstrips and records also prove to be excellent material. For example, an eight-part filmstrip series presents "History of the American Negro" (McGraw-Hill). Each picture frame is accompanied by a meaningful paragraph-long caption, and the result is something more than a string of celluloid clichés. This series costs $60. Other very good aids are phonograph records, such as "The Negro People in America" and "Songs of American Negro Slaves." These materials also can be purchased with Title II funds.

Many other excellent supplementary sources are available. For instance, *The Journal of Negro History* and the *Negro History Bulletin* carry articles that are scholarly and readily adaptable to classroom use. Both periodicals are published by the Association for the Study of Negro Life and History, which also publishes books dealing with Negro history. The Center for Human Relations of the NEA has contributed significant materials including *The Negro American in Paperback*, an annotated list of paperback books for secondary school students; "The Negro in American History," a filmstrip; and *An Index to Multi-Ethnic Teaching Materials and Teacher Resources.*

These are just a few of many very fine supplementary sources. Others are identified in useful bibliog-

raphies that have appeared recently, such as *Teachers' Guide to American Negro History* by William Loren Katz (Quadrangle Books, 1968), which lists pertinent audiovisual materials as well as books and periodicals; *The Negro in America: A Bibliography* edited by Elizabeth W. Miller (Harvard, 1966); and "The History of Negro History," an excellent biblographic essay by Ernest Kaiser (*Negro Digest,* Vol. XVII, No. 4, February, 1968).

After developing the new course of study and acquiring supplementary materials, the staff made decisions concerning the actual classroom presentations of the new program, the strengthening of faculty preparation, and follow-up programs.

Guided by the following general conclusions, each Thornton history teacher works out his own method of presenting the new material:

1. The project would be doomed to failure if the new material were presented with sermons or if one day of the week were set aside perfunctorily or rigidly as "Negro History Day." The former approach would guarantee an indifferent response, and the latter would run the risk of ridicule. The successful program must help the students to "look at the record," a reasonably complete one, and come to their own conclusions.

2. The Negro must be included as a regular and functional participant in American history. Consistent and generally undramatic references to the Negro, whether his role is great or small in various units of study keeps him in proper focus as a constant factor in American history.

3. Students will recognize new content as a standard part of the course only if it is a standard part of the testing program. Desired outcomes must be planned and results must be tested. A revised testing program provides for evaluation of the new materials.

Actor-Comedian Bill Cosby guided TV viewers through a history of attitudes—black and white—and their effect on the Negro American in "Black History: Lost, Stolen, or Strayed," a CBS-TV presentation last summer. The 60-minute film is available for rent or sale from Film Associates, 11559 Santa Monica Blvd., Santa Monica, Calif.

The history staff at Thornton recognizes that the additions to the curriculum bring with them the necessity for additional study. Teachers need in-service work in order to become familiar with the revised views of such topics as African civilization, slavery and the plantation system, Reconstruction, and contributions of the American Negro. They also need to develop a variety of approaches, as well as sensitivity and skill in presentation and in discussion management.

A monthly in-service seminar supplements individual study at Thornton. These meetings occur after regular school hours and require considerable outside research and preparation on the part of the teachers. In pursuing topical inquiries, the participants either concentrate on Negro history exclusively, or deal with major themes in U.S. history (such as growth of industry and labor) with considerable emphasis on the role of the Negro. From such systematic inquiry, the staff hopes to develop a coherent concept of the Negro's part in America's past and present that will contribute to informed and consistent instruction.

Other departments at Thornton have cooperated to provide valuable reinforcement and enrichment of the revised history curriculum. The English, Art, and Music Departments have introduced additional material by and about Negroes. For example, the Speech Department follows a rational and aesthetically acceptable policy of biracial casting for plays. It has also successfully presented the prizewinning Negro drama, *A Raisin in the Sun.* Similarly, in science class, students examine biological and anthropological aspects of race. Such interdisciplinary links seek to strengthen and deepen the student's knowledge and understanding, as a prelude to attitude change.

Arriving at this fairly comprehensive approach to putting the Negro into U.S. history has taken five years of planning, conferring, and experimenting. Responses of the students have ranged all the way from ill-concealed rejection to genuine interest and reappraisal of stock notions.

The next step is to evaluate systematically the results of the program. This year the staff has introduced an evaluative system to analyze the effectiveness of the curriculum revision with the primary objective of determining if, how, and to what extent an integrated American history course affects the racial attitudes of students.

The components of this procedure are: (a) administering a questionnaire about racial attitudes to U.S. history students at the beginning of the school year, (b) teaching one group of students a straight, integrated American history course without any particular attempt to deal with racial attitudes when discussing the Negro, (c) teaching another group an integrated American history course with special emphasis on racial attitudes, and (d) administering the questionnaire on racial attitudes again at the end of the school year. This follow-up procedure should contribute valuable data about the basic hypothesis that including Negro history in the regular U.S. history course will substantially improve racial attitudes.

The staff regards this U.S. history curriculum revision as a modest but significant initial step towards altering misconceptions about the Negro—a means of helping youth break through debilitating blocks to an intelligent and constructive life in our pluralistic society. •

"When I look at American education . . ."

RICHARD M. NIXON

• From among his many achievements Thomas Jefferson, toward the close of his life, personally selected two he most wanted to be remembered by. He wanted to be remembered as the author of the Declaration of Independence and as founder of the University of Virginia.

Jefferson knew that the destiny of America was inseparable from education—that education would be the key to the fulfillment of the promise of this new nation. We have tried hard to hold to Jefferson's ideal. We have seen our schools and colleges flourish and grow, ever enriching our heritage.

Now, almost a century and a half after Jefferson, we know a sterner truth. The philosopher and educator, Alfred North Whitehead, has warned: "In the conditions of modern life, the rule is absolute: The race which does not value trained intelligence is doomed." So education, long the key to opportunity and fulfillment, is today also the key to survival.

Because my administration will be second to none in its concern for America, I pledge that it will be second to none in its concern for education.

As we move together into the 1970's, we will have to be bold. Like Thomas Jefferson, we in our time must have the courage to be founders, to devise new answers. Let us ask ourselves:

- How can we devise more equitable methods of school support to overcome imbalances among school districts, particularly in urban areas?
- How can our basic subjects, the intellectual tools of our civilization, be taught better?
- Since diversity is inseparable from freedom itself, how can we encourage the growth of variety and flexibility, even as our society grows more complex?
- How can we bring the schools closer to the people of our communities?
- How can we rejuvenate vocational education so that it will be relevant not only to the jobs of today but to those of five and ten years from now?
- How can we make the education of our teachers commensurate with the demands of the space age and how can we provide more incentive and greater professional recognition for our teachers?
- What role can the miracles of technology play in the schools of tomorrow?
- How can we best preserve the traditions of our civilization?

One of the great issues of the 1970's will be to determine the distinctive role of each level of government in the enterprise of education. I consider education a federal concern, a state responsibility, and a local function. I believe that a philosophy of encouraging the maximum local control and local participation will provide the answers the times demand.

The needs of children in a small New England town must not be presumed to be the same as those of children in downtown Detroit; and the needs of both may differ from those of a child in suburban Los Angeles or in rural Tennessee. The situation does not call for rigid blueprints or inflexible guide lines.

I saw a recent study of the 10 "best high schools in America," and while each had an outstanding record in preparing its students for college, each had an approach, a technique, an attitude of its own. We must guard and cherish these qualities or in time we will become deadened by conformity and will lose the creativity and the innovative abilities that are the key to our future progress.

To this end, I believe it is vitally important that local school boards and local and state governments have the primary responsibility and the primary right to dispense funds. I will press, therefore, for a federal program to turn back to state and local control, through bloc grants, such funds as are required to upgrade their educational performance. Bloc grants, administered at state and local levels, provide greater flexibility than any other assistance. The federal government, with its ability to raise funds on a national basis, should aim at reducing the discrepancies among the various states in their resources for the support of education.

State government must bear the legal responsibility of setting standards for attendance, teacher certification, per-pupil expenditure, and the development of long-range plans. Local school systems should be responsible for developing specific projects and programs, and they should be permitted maximum flexibility, subject only to the broadest of policy definitions.

I believe that to prepare for the 1970's we should accord the highest priority to many needed changes on state and local levels.

First of all, serious imbalances exist in the financial support available to many school districts. In many states, the system of support for schools needs drastic revision. School districts have often developed haphazardly—some in residential areas, some in commercial or industrial sections, and still others in poverty areas. Many are in transition from one phase to another. As a result, the tax base differs from district to district, and many schools suffer from too little support. It is imperative that state governments take the initiative here, for it is plainly wrong for the funds to any school to remain indefinitely below an acceptable minimum.

A second necessary move is to

employ a variety of means to bring the schools closer to the people in order to relax the tense atmosphere of alienation and mistrust that prevails in some urban neighborhoods among students, parents, and teachers. Within broad limits, curriculums can be tailored to the needs of different groups. One school, for example, could emphasize Spanish history and culture, and another school, African culture. Members of the community could play an important part in the daily program—by serving as teaching assistants, for instance.

The individuals who make up a community must be involved with the schools. Parents need to find out what their children are learning. Are they learning things that not only interest them but also are relevant to our history and our civilization? It is up to the local communities to see that education is a living and relevant thing, and that it uses the past in ways which enrich the present.

The communities of America need to stand behind the teachers insofar as discipline is concerned. This view is not a punitive one toward students, but recognition that good education requires an environment of reason and order.

Another essential move is to make a serious and comprehensive effort to rejuvenate the teaching profession at the elementary and secondary levels. Everyone knows that the key to learning is the gifted teacher, but too often the gifted teacher is numbed by routine and stifled by red tape; too often the incentive to excellence succumbs to a system that fails to distinguish and reward superior performance.

We must level with ourselves, all across the country, about teachers' salaries. We tend to fancy that we have done very well in providing for these men and women who play such a critical role in our society, yet I know one teacher in an eastern school who receives only $5,400 a year after 30 years of teaching elementary pupils. I say this is wrong for America and a reflection on our sense of values.

It is essential that our universities take more seriously their obligations in the area of teacher education. The goal must be to produce teaching scholars and not educational technicians. The education of our teachers deserves equal emphasis with other disciplines within the university structure. Their training needs to be regarded as an enterprise as serious and exacting as the training of a nuclear physicist or a heart surgeon.

We must take a searching look at vocational education. Too often such training is geared to jobs that are obsolescent or in short supply. Too often, students lose interest, seeing, correctly, that there is little connection between what they are learning and the realities of the job market.

Private industry and business can play a genuinely creative role here. I would urge the leaders of state governments to call for the formation of task forces of knowledgeable citizens in business and industry and in the academic world who would ascertain what the job market is likely to be five or ten years hence. Then, with the aid of tax incentives, business and industry in each state could cooperate with the schools to prepare young people for the real jobs that will await them.

As students move through vocational training, they should spend part of the time on the actual jobs for which they are being trained. The goal of vocational education should be a flexible system of training and part-time work experience that each year would enable millions of young people with varying abilities, inclinations, and habits to make an effective transition from full-time schooling to full-time productive employment.

Increasing numbers of jobs in our economy require training and education beyond that available in most secondary schools, yet do not demand a college or professional degree. To meet the expanding demand for skilled technicians and semiprofessional workers and to offer the high school graduate a choice other than ending his formal education or pursuing a four-year program, I will press for the expansion and strengthening of two-year technical institutes and community junior colleges.

Even though education is and should remain the responsibility of the state and local community, the federal government must still play a vital supporting role. To this end, the new administration will seek to:

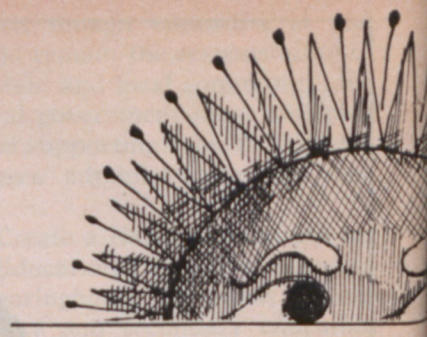
- Create a National Institute for the Educational Future to serve as a clearinghouse for ideas in elementary and secondary education and to explore the revolutionary possibilities that modern science and technology are making available to education.
- Maintain our national commitment to preschool education, expanding as necessary such programs as Head Start and Follow Through.
- Create a National Teachers Corps, to bring carefully selected college and high school students into action as tutors in the core-city schools.
- Encourage diversity by urging states to present plans for the distribution by the states of federal assistance to nonpublic school children and for the inclusion of nonpublic school representatives in the planning process.
- Help encourage the growth of our private colleges and universities by allowing tax advantages for donations up to a specified level.
- Propose the formation of community resource units composed of individuals, organizations, and groups within the community who will make their experience available for the encouragement of education.
- Devise new ways by which, through long-term loans, the federal government can further assist students to gain a higher education, and devise new ways by which private capital can expand its participation in the support of students who need assistance.

When I look at American education, I do not see schools, but young Americans who deserve the chance to make a life for themselves and ensure the progress of their country. If we fail in this, no success we have is worth the keeping, but I say to you that we will not fail. •

This article is based on excerpts from Mr. Nixon's "For Excellence, Freedom and Diversity" statement made October 20, 1968.

Richard M. Nixon

THE DAY OF THE SUBSTITUTE



Be prepared for the day a substitute may take over your classroom.

CLYDE W. TOTTEN, *substitute teacher, Grossmont and Sweetwater districts, California.*

• **Memo to the regular teacher:**

Maybe your sinuses are clear today, and you're not expecting to be served a subpoena, you have no funerals in the offing, and you've been very careful not to walk under any ladders. In fact, looking over the situation, you just can't conceive of anything in the cards that would cause you to turn your class over to a substitute teacher for one or more days. But something might just happen—and at a time when you least expect it. So the smart thing to do is to be prepared for a substitute and to keep prepared.

You can start by keeping in plain view concise, clearly worded lesson plans and such classroom essentials as textbooks and answer books. A principal once accompanied me to the room where I was to substitute. We found this lesson plan on the teacher's desk: "Do problems 1 to 32 on page 94." The name of the text or its author weren't mentioned. On the desk, a dozen or more texts sat in splendid silence. Which was the right one?

"You start looking at this end, I'll start at the other, and we'll see if we can find a page 94 with that number of problems," said the principal. After a few minutes he announced triumphantly, "Here it is." And, sure enough on page 94 of one of the texts there were indeed the specified number of problems to be done.

The kids were scheduled to arrive in about 20 minutes so I began frantically working the problems most likely to be troublesome. I had almost finished when the room started to fill up. Holding up the text, I asked a bright-looking youngster, "Is this the book you use?"

He shook his head, came up to the front of the room, and looked at the texts on the desk. "Nope, ours ain't here. Teacher must have taken it and the answer book home with her."

The moral of this quaint little story: Be sure to include the name of the text in your lesson plans or at least give clues, such as, "It's the green one with red polka dots." And please remember that a sub might not have time to work out all of the answers so he would greatly appreciate having the answer book.

The content of your lesson plan is also important. An assignment of busywork may cause a classroom revolt. Students usually recognize busywork and sometimes give the sub a rough time before completing such assignments.

You may assign unimportant paperwork, however, because you have a hunch that the substitute won't be familiar with the material you had planned to teach. Many times you will be right, and we subs are grateful to be saved from admitting that we are "a little rusty on that particular topic." On the other hand, the topic might be right up our alley, and we would feel perfectly comfortable discussing it with your students. Furthermore, even if we're only casually acquainted with the subject, we might offer the students a few suggestions and work along with them so that class time won't be totally lost as it often is when kids drag through a meaningless assignment.

The answer to the problem of what to assign when you're absent may be to have two lesson plans—the regular one, outlining the material you had planned to cover if you were present, and an alternate, one the sub can fall back on if he isn't familiar with the work the class has been covering. Let the sub decide which plan he would be most comfortable with.

Besides your plan book, a sub is also vitally interested in your seating chart. If Connie has dropped out of school to get married, and bespectacled George has traded seats with Lulu Belle so he can see the board clearly, and Hector has been sent to reform school, we subs presume the seating chart has been changed accordingly. An accurate chart is invaluable to the substitute. It can be used to check attendance instead of calling a roll sprinkled with such unprounceables as Abced Fghijk or to identify students participating in classroom discussions. It could also furnish the names of

incorrigibles who are to be sent to the dean or vice-principal.

Establish a code of proper conduct in your classroom and your students will probably cooperate with a substitute. There's a certain inertia about student behavior that keeps most of them behaving when the regular teacher is absent, just about as they do when he's there.

If the regular teacher has been lax and permissive, the students will enter the room boisterously, slam books down on desk or floor, shout at one another, and fill the air with assorted enemy aircraft. Perhaps the regular teacher can check attendance amid such pandemonium, but not the sub, who has never sparred with this roomful of hellions before.

After considerable effort, the sub may get the class started on the assignment, only to meet a new challenge—the classroom operators. There are the pitifully dehydrated ones who will surely die if they aren't allowed to go to the drinking fountain immediately, the travelers who take phony trips to the wastebasket in order to deliver notes or muss up a friend's hair on the way, and the ones who join the giggling line-up at the pencil sharpener.

In such a situation, a sub must take the time to set up rules and enforce them. If a large part of the class period is spent in maintaining order, only a small portion of the classwork gets completed. The sub feels like a ghetto policeman at the end of a long, hot summer.

But I haven't always had to spend my time acting as a patrolman. There have ben many times when I took over classes that were well trained by the regular teacher. I remember with pleasure one day in particular:

The students began arriving early as if they were used to having a chat with the teacher before class. They greeted each other with restraint and good humor. There were no latecomers. Attendance was quickly recorded and reported. After I explained the day's assignment the class went right to work. They were so used to working diligently that it wasn't necessary to keep one eye on the class while helping an individual student. Once again I felt like a teacher rather than a baby-sitter—thanks to this teacher who had prepared his students for the "day of the substitute." No time lost. No behavior problems. Schoolwork as usual. How sweet it was.

A substitute appreciates a smooth-running class where students regularly take care of many mechanical details, thus freeing him for more important teaching and supervisory duties. In some classrooms, secretaries record and report attendance, monitors distribute and collect special books or other materials, and cleanup crews straighten the room at the end of a class period.

If you have not already established these routines, the substitute will be unable to select the right students for these jobs. You know your students—their sins and virtues, assets and liabilities, citizenship records and scholastic ratings, so you are better able to appoint the right student for the right job.

Another point. You can brighten the beginning of a sub's day by always having on hand a set of keys that open doors and cabinets easily. Some of you have keys that have to be held and turned in a certain exasperating way, often to the accompaniment of muttered imprecations, before they work. When such a key is left for a sub, precious time that could be used in previewing lesson plans is wasted trying to open doors or cabinets.

When possible, have a set of keys that work easily. If that's not possible, try to describe the manipulative tricks you use to make them work. If maledictions are necessary, write them in small print so the kids won't see them.

In conclusion, let's recapitulate:

1. In stating assignments, give titles and authors of texts and laboratory manuals, as well as numbers of pages, problems, and experiments. Also be sure to leave copies of texts, answer books, and laboratory manuals for the substitute. Don't just say, "The kids know where everything is."

2. Try to include meaningful assignments in your plan book. Busywork often results in a wasted period—for the students and the substitute.

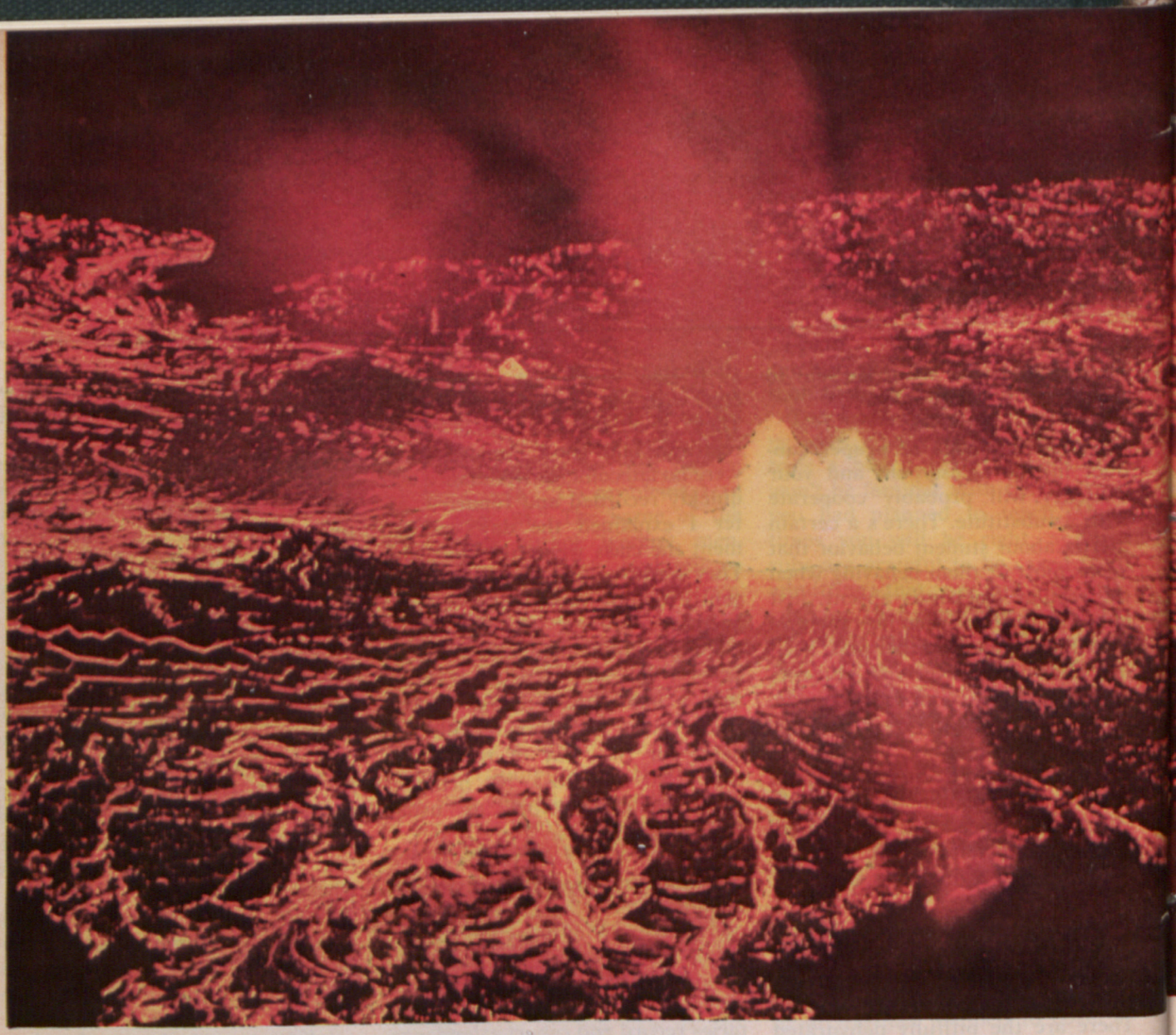
3. Keep an up-to-date seating chart that gives the full name and grade of each student. Insist that students always occupy their assigned seats.

4. Prepare your students for a substitute by instilling good work habits and a code of conduct that is conducive to order and accomplishment.

5. Post the names of the attendance secretary, monitors, and cleanup crew.

6. Leave workable keys for doors and cabinets.

Many subs have a long record of successful teaching and will conscientiously carry on the classwork when you're absent. Be prepared for the day one may take over your classroom. Your earnest cooperation along the lines of the above six points will help keep your classroom running smoothly during your absence. •



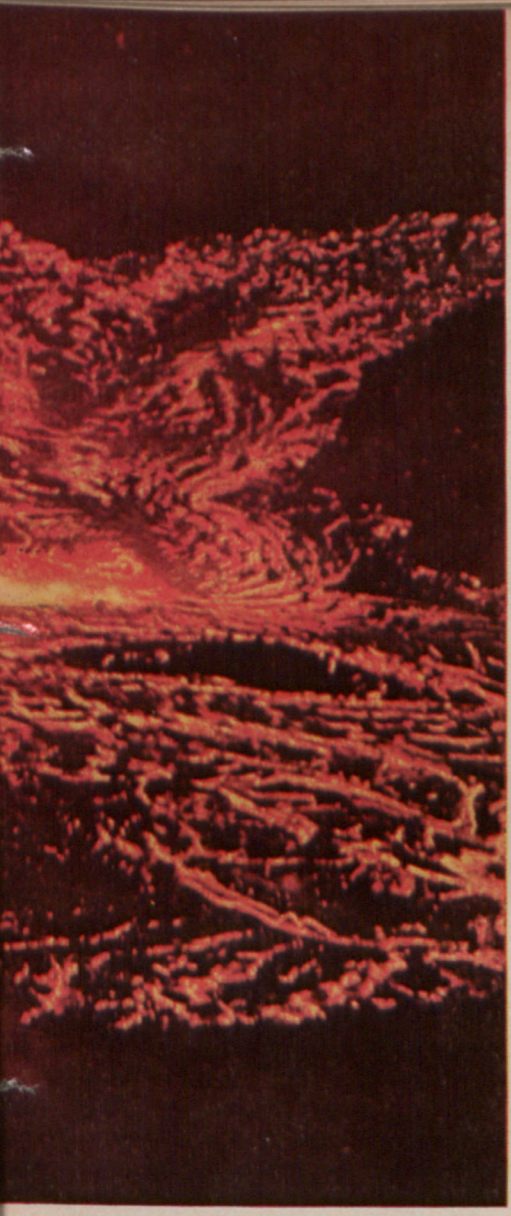
THE IMBALANCE OF NATURE

THE SEARCHING MIND

CHALMER J. ROY, *dean, College of Sciences and Humanities; professor of geology, Iowa State University, Ames.*

• **"And on the seventh day God** ended his work which he had made; and he rested on the seventh day from all his work which he had made." On that seventh day, though, the dynamic forces of the earth were already in motion, nor have they ever rested since.

Most of the earth's surface is shrouded most of the time by great areas of white clouds. Much of this cloud cover occurs in great spiral



Crater of a volcano in Hawaii during an eruption.

whorls and even still pictures can make it obvious that the whorls are rotating. (The clouds rotate in one direction in the Northern Hemisphere and in the opposite direction in the Southern.)

Simple observations of cloud movements provide only one clue to what is going on in the atmosphere. However, they are sufficient to lead to the conclusion that the earth's atmosphere is dynamic.

The surface of the earth is mostly water—the oceans. Casual observations of the oceans do not readily reveal evidence of the dynamics of the seas. Storm waves reflect more the dynamics of the atmosphere than of the water itself. Although tides are evidence of dynamic action within the oceans, and although observing them at some places can be a dramatic experience, they have little effect on the oceans as masses of water. Closer observation of the oceans, however, reveals a system of circulation of the water that is spectacular in its magnitude and complexity, though less obvious and dramatic than the circulation in the atmosphere.

Casual observation of the solid earth reveals that it, too, is dynamic. Almost everybody knows about active volcanoes, earthquakes, the slow rise of some shorelines and subsidence of others, and the relentless flow of sediment-laden water to the sea. Systematic investigation has revealed that the solid earth has been dynamic for about four billion years.

If we had a time-lapse movie of North America with one frame taken every 100,000 years over the past four billion years (viewing it would take about 40 minutes), the continent would appear to be something alive—it would grow. The relations of land and sea would be constantly and rapidly changing. Shallow, epicontinental seas would be almost continuous near the eastern and western borders. At times these seas would spread across the interior of the continent, submerging half or more of the total area. At various times, lofty mountain ranges with active volcanoes would emerge from the long, narrow seaways that were near the continental margins.

It is likely that in the early part of the film North America would be joined to Europe as part of a single continent. During the last five minutes of the film the continent would appear to divide like an amoeba and North America would move away to its present position. Man would not appear on the earth until the last 10 frames of the film—just over half a second of the 40-minute show.

On this fantastically dynamic planet, what can be the meaning of the balance of nature? The dynamics of the atmosphere, of the oceans, and of the solid earth show no signs of reaching an equilibrium, a condition of no change. Nature does not obey laws. The so-called laws of nature are human constructs, designed to explain observed relationships and phenomena.

The prevailing characteristic of nature is change. Change may be repetitive or nonrepetitive, in one direction or reversible, perceptible or imperceptible, cataclysmic or gradual. Natural changes result from interaction of matter and energy. On the earth most of these interactions occur at and near the interfaces between two or more of the major regions of our environment—the atmosphere, the hydrosphere, the lithosphere, and the biosphere. Any interaction may produce new forms of matter. Within any region of the environment, these new forms of matter may be considered as beneficent or polluting, benign or malignant, evolutionary or catastrophic, depending on one's point of view.

The earth may have started without atmosphere or oceans; certainly it started without life. Indications are that the early atmosphere was quite different in composition from the present one and that the oceans must have started as essentially fresh water compared to their present salty condition. When interactions of energy with the oceans and the atmosphere resulted in erosion of the lands, both air and water were changed—perhaps one could say they were polluted.

Roughly three billion years ago photosynthesis occurred in the oceans. At first this process may have been abiotic but soon it became biotic, and the algae appeared. A new kind of pollution occurred in the oceans. The biologic refuse left by the algae had an affinity for clay material eroded from the lands. The shales deposited in the seas ever since have been mostly gray or black. The pollution that makes shales black concentrates radioactive elements, thus compounding the pollution of the environment. Some dark gray to black shales are abundantly fossiliferous, so there must have been animals that could adapt to life in doubly polluted surroundings.

When animals appeared on the scene and populated the shallow seas in aboundance, it must have appeared to thinking algae that the balance of nature was being disturbed.

Ultimately, both plants and animals invaded the lands. The first

land animals were probably scorpions. They were soon followed by amphibians and then by reptiles. Amphibians, restricted to life near the water, must have looked upon the land-roving reptiles as a serious threat to the balance of nature.

While the reptiles were having their day through the dominance of the dinosaurs, they must have been aware of the emerging primitive mammals scurrying around, in, and under the bushes. All of the major groups of animals were present to witness the demise of the dinosaurs. Whatever exterminated the dinosaurs, whether egg-sucking mammals or pollution of the environment, it did upset the balance of nature.

As the centuries passed, successive groups of mammals appeared and thrived only to be greatly reduced in number or exterminated by factors that upset the balance of nature as it was in their time. When, at long last, man stood on his hind feet and took to the ground and to thinking, it must have worried the anthropoids he left hanging in the trees.

The rise and fall of invertebrate groups, such as the trilobites, brachipods, ammonoids, and others is equally illuminating. The history of life—plant and animal—bears abundant evidence of the continuous imbalance of nature. It is humiliating to contemplate the possibility that man appeared because of the reversal of the earth's magnetic field that permitted harmful radiation from the sun to produce mutations in anthropoid genes. Harmful to whom or what? Can it be that man is an accident of an unbalanced nature rather than the goal of a balanced nature?

Human civilization began late in the last frame of our 40-minute movie, just as the shutter closed on the last click of the camera. During this microsecond of his own existence, man has been managed by his environment. He has explored and settled the wilderness, albeit not always wisely. His understanding of nature now permits a small minority of his number to win from nature the materials essential for life and some of the amenities of living. For all mankind, the time of reckoning has arrived.

The Western World is now in the throes of urbanization. We find our existing cities badly situated to meet modern needs. Most of our great and growing cities are on waterfronts—ocean shorelines or rivers. Many of these waterfronts are also political boundaries of one sort or another and this is troublesome. The commercial heart of the city is on the waterfront, and the immediate hinterland in many instances is less than ideal for the settlement of heavy populations. Both shorelines and streams are naturally in the lowest part of the landscape. These are places that naturally become dead air pockets on occasion. Dead air is easily polluted by noxious gases from urban life and living.

Many of our cities are on flood plains, areas so named because they are subject to periodic inundation. Everyone for hundreds of miles around must tithe through taxes to protect homes and commercial establishments that should never have been built where they are. It might be cheaper to buy the flood plains and require the residents to move to higher ground.

Not all of our problems are in the cities. We are damming most of our streams with full knowledge that the natural fate of lakes and reservoirs is to fill with silt. It may take them a hundred years or so to fill up, but even this seems like short-range planning for long-range civilization.

We are paving a million acres a year for highways and an equal area for parking space. We are draining the swamps and straightening stream channels to speed runoff, only to discover that not enough water seeps into the ground to maintain the water table at an appropriate level.

We are decimating pests with pesticides, only to discover that elm trees are dying because we cannot control a pesky beetle. We are force-feeding our crops with fertilizer and finding that the runoff is loaded with nitrogen, to the delight of the algae in our lakes and streams. The algae, whose ancestors initiated pollution, may rightly feel that pollution has finally come full turn.

Whether our plight is real or imagined, our reactions are either emotional or arrogant. Our emotional response is that none of the living things over which we have dominion shall be harmed. The supposed balance of nature shall be maintained for all time as it is. This might be sheer folly or worse for a nature that has always been dynamic and unbalanced.

The arrogant response is that we must take control of and manage nature. Even Congress is now giving serious consideration to ways and means whereby we can manage our environment.

I suggest substituting a third, more rational response than either of the other two. This is to approach our environment problems in a spirit of cooperation. In the end we will solve more of our problems if we learn to cooperate with, to humor, our dynamic environment. If we continue to ignore or fight the dynamics of our environment, we can only lose what we have in the way of civilization.

To cooperate effectively with our environment will require gaining greater understanding of its dynamics through research. The basis for effective research and cooperation is broad public understanding of what we know about nature and of what we can objectively define as the problems we need to solve. This broad public understanding must become a central concern of programs for the general education of all our people.

By the term *general education*, I mean to include all those academic experiences that help students develop the ability and desire to live effectively in the natural, political, economic, and social systems comprising the human environment.

Appropriate courses and individ- ual study should provide adequate opportunity for each student to develop an understanding of the following concepts:

1. The natural environment is dynamic. It is possible to understand aspects of the environment in terms of the interaction of matter and energy through time. Energy for the dynamics of the atmosphere, the oceans, and life comes from the sun.

(Continued on page 86)

FORECAST FOR THE 70's

. . . DISTILLED FROM MORE THAN 400 BOOKS AND ARTICLES

HAROLD G. SHANE, *university professor of education, and* **JUNE GRANT SHANE,** *professor of education, School of Education, Indiana University, Bloomington.*

• **During the last five years, there has been a marked** increase in long- and short-range speculation regarding possible educational futures that may lie before us in the remaining years of the twentieth century. For the past three years, we have studied approximately 400 published and unpublished articles and books in which such conjectures and projections occur.

These current writings clearly indicate that education and schools, as they exist today, will change drastically during the 1970's and will be modified almost beyond recognition by the end of the century. The paragraphs that follow summarize some of the more important developments that could occur in the next decade and propose some of the new roles in which the teacher is likely to be cast. In conclusion, we give thought to the question: For what kind of world should children who will live most of their lives in the twenty-first century be prepared? Here, then, as many scholars see it, are some of the possible designs of educational futures in the seventies.

Education will reverse its traditional pattern of expenditure. From the beginning, more money has been spent per student in higher education, with secondary education coming in a strong second and elementary education, a poor third. Preschool and kindergarten programs have not even been in the race for funds. But now, major support for early childhood education seems highly probable because of our belated recognition that we have spent literally billions at the upper-age ranges to compensate for what we did not do at the two- to seven-year age levels.

Now priorities for education of the youngest will bring to public education nonschool preschools, minischools, and a preprimary continuum. As nonschool preschool programs begin to operate, educators will assume a formal responsibility for children when they reach the age of two. We will work with parents of young children both directly and through educational TV programs for young mothers. And we will offer such services as medical-dental examinations and follow-up, early identification of the handicapped and deprived, attacks on nutritional needs, and—of major importance—early referral to cooperating social agencies for treatment of psychobehavioral problems.

New programs for two-year-olds will involve the coordination of community resources, under school auspices, to equalize educational opportunity for these children before cultural deprivation makes inroads on their social and mental health.

The minischool, as envisioned here, is one that provides a program of carefully designed experiences for the three-year-old—experiences deliberately devised to increase the sensory input from which the children derive their intelligence. Each minischool presumably would enroll six or eight children under a qualified paraprofessional. A professionally prepared childhood environmental specialist would directly supervise clusters of approximately six minischools.

We will probably build these small schools into housing projects, make them part of new schoolhouse construction, or open them in improvised space in convenient buildings.

The preprimary continuum is a new creation intended to replace contemporary kindergartens for the four- and five-year-old. This program presupposes that the young learner will spend from one year to four years preparing himself to perform effectively in a subsequent primary continuum, the segment of education now usually labeled grades one through three. The preprimary interval should sharply reduce the problems of widely varied experience and social adjustment encountered by children who are arbitrarily enrolled in grade one at age six regardless of their previous cultural environment.

Major environmental mediation for two- to six-year-olds, as described above, will permit schools to abandon the current transitional concept of nongrading. In the coming decade, a seamless primary, middle-school,

INFANT SPECIALISTS CULTURE

MINISCHOOLS CURRICULUM-INPUT SPECIALISTS

PREPRIMARY CONTINUUM MANDATORY

NEW APPROACHES TO EDUCA

and secondary continuum of coordinated learning experiences will begin to replace the nongraded programs of the sixties.

Here, progress and the time spent on a given topic will become completely individual matters, as one emergent design for learning serves all ages. The intellectually advantaged child, for instance, might spend only two years in the primary or intermediate continuum, accomplishing what most children would accomplish in three or four years.

In this personalized educational continuum, the question of how to group children will no longer be relevant. The child will simply work with others in ephemeral groupings during whatever time certain shared learning experiences happen to coincide.

Admission age quibbles, too, will become irrelevant after several years of minischool and preprimary experience. There is no need to group children for first grade at the magic age of six, since they would be phased into their primary school year at any time from age four at one extreme to age eight at the other.

Promotion problems will also vanish, since in a continuum of learning there are no specific points at which a student passes or fails; he merely moves ahead at his own pace. Grade cards are likewise destined to disappear: Evaluation of progress will be continuous, and a progress report can be made in a parent conference whenever pupil performance analysis is in order.

The school will provide more learning experiences that parallel or accompany conventional academic content. The creative and enjoyable will begin to vie strongly with the utilitarian and academic dimensions of education. Such paracurricular ventures as educational travel, school camping, informal dramatics (including sociodrama), enlarged intramural sports programs that stress mass participation, and engaging youth in useful service to the community are due to increase in frequency and extent.

Biochemical and psychological mediation of learning is likely to increase. New drama will play on the educational stage as drugs are introduced experimentally to improve in the learner such qualities as personality, concentration, and memory. The application of biochemical research findings, heretofore centered in infra-human subjects, such as fish, could be a source of conspicuous controversy when children become the objects of experimentation.

Enrichment of the school environment in the seventies—especially in the ghetto—to "create" what we now measure as intelligence by improving experiential input also will become more accepted. Few are likely to make an issue of efforts to improve educational opportunities for the deprived child. However, there could be a tinderbox quality to the introduction of mandatory foster homes and "boarding schools" for children between the ages of two and three whose home environment was felt to have a malignant influence. Decisions of the 1970's in these areas could have far-reaching social consequences. Although it is repugnant to permit a child's surroundings to harm him, there is no clear social precedent for removing a child from his home because it lacks the sensory input needed to build normal intelligence and, therefore, in effect condemns him to a lifetime of unskilled labor.

The next decade will see new approaches to "educational disaster areas." Most of America's large cities, and some suburban and rural sections, contain a central core that can only be described in this way. Damage surrounding this core decreases from severe, to extensive, to moderate, to negligible.

Up to now, perhaps, we may have spent too much energy and money on just the worst schools of these central cores. In such neighborhoods, we cannot create a decent educational opportunity until the *total* social setting is rehabilitated. In the early 1970's, we may find it both more efficient and more educationally sound to direct our attention initially to improving those areas and schools where educational damage is moderate to extensive rather than drastic. For such areas, immediate attention may prevent their deteriorating in the near future into severe disaster areas.

ANALYSTS

CREATING INTELLIGENCE

LEARNING DRUGS

FOSTER HOMES

BIOCHEMICAL THERAPISTS

ONAL DISASTER AREAS

Once the deterioration in these outer ring schools is reversed, greater educational resources will become available to help us close in on the ghetto schools where damage is severe or total.

It would be unthinkable to ignore the children who live in our worst educational disaster areas until we can mobilize the greater forces needed to bring these schools up to necessary standards of excellence. Therefore, until inner cities regain their socioeconomic and educational health, we often will transport their children to outlying areas. In the next decade, this will involve a rapid buildup of facilities in these areas both in terms of enlarging existing schools and of creating new types of learning environments. Removing children from inner-city problem areas has the added merit of stimulating them through contacts with children from other social groups.

Later in the seventies, the elementary school changes will cause the junior and senior high schools to modify their programs. Their curriculums will presumably become more challenging and interesting. Wider age ranges, increased pupil interchange within and between schools, and individualized programs built around new instructional media will inevitably influence emerging secondary school organization.

In the late 1970's or early 1980's, it is not unlikely that students will graduate from high school with knowledge and social insight equal or superior to that of the person who earned a bachelor's degree in the 1960's.

On entering college, these students will be ready to begin postbaccalaureate studies, and our undergraduate college programs *in their present forms* will be unnecessary.

If this seems farfetched, bear in mind that the young person pictured here will have had the benefit of carefully developed learning opportunities in a skillfully mediated milieu since he was two or three years old.

During the next 10 years, business will participate in education to a greater extent. Although many of their activities are neither widely known nor generally understood, major corporations are already contracting to tackle pollution, teach marketable skills to the deprived, administer police protection, reclaim slums, and manage civic governments.

John Kenneth Galbraith has noted that the modern corporation already has the power to shape society. Frank Keppel commented recently that the revival of U.S. metropolitan schools depends as much on the action of leaders of finance and commerce as it does on educators. And Hazel Henderson commented last summer in the *Harvard Business Review* that industry's expansion into such areas as housing, education, and dropout training is probably the best way to handle our central needs if suitable performance standards and general specifications are properly controlled.

The growth of a cooperative business-and-education relationship will be of great portent in the seventies as corporations both expand the production activities of the education industry and assume more management and control responsibilities.

The roles and responsibilities of teachers will alter throughout the next decade. Future-think suggests that between 1970 and 1980 a number of new assignments and specialties will materialize if present trends continue.

For one thing, the basic role of the teacher will change noticeably. Ten years hence it should be more accurate to term him a "learning clinician." This title is intended to convey the idea that schools are becoming "clinics" whose purpose is to provide individualized psychosocial "treatment" for the student, thus increasing his value both to himself and to society.

In the school of the future, senior learning clinicians will be responsible for coordinating the services needed for approximately 200 to 300 children. In different instructional units (an evolution of the "team" concept) we will find paraprofessionals, teaching interns, and other learning clinicians with complementary backgrounds. Some will be well-informed in

counseling, others in media, engineering, languages, evaluation, systems analysis, simulation, game theory, and individual-need analysis.

But on the whole, the learning clinician will probably not be appreciably more specialized in subject matter disciplines than he was in the 1960's except for being more skilled in using educational technology. He will do more *coordinating* and *directing* of individual inquiry and will engage in less 1968-style group instruction. He will be highly concerned with providing and maintaining an effective environment, skilled in interpersonal transactions, and able to work with persons of different ages and learning styles.

Ten years from now, faculties will include—

- *Culture analysts*, who make use of our growing insights into how a subculture shapes the learning style and behavior of its members.
- *Media specialists*, who tailor-make local educational aids, who evaluate hardware and software and their use, and who are adept in the information sciences of automated-information storage and retrieval, and computer programing.
- *Information-input specialists*, who make a career of keeping faculty and administration aware of implications for education in broad social, economic, and political trends.
- *Curriculum-input specialists*, who from day to day make necessary corrections and additions to memory bank tapes on which individualized instructional materials are stored.
- *Biochemical therapist/pharmacists*, whose services increase as biochemical therapy and memory improvement chemicals are introduced more widely.
- *Early childhood specialists*, who work in the nonschool preschool and minischool programs and in the preprimary continuum.
- *Developmental specialists*, who determine the groups in which children and youth work and who make recommendations regarding ways of improving pupil learning.
- *Community-contact personnel*, who specialize in maintaining good communication, in reducing misunderstanding or abrasions, and in placing into the life of the community the increased contributions that the schools of the 1970's will be making.

As educators turn a speculative eye on the next decade, they must seek to answer a question that most of them have hesitated to face. For what kind of world should we strive to prepare children and youth who will spend most of their lives in the next century? We say this question is crucial because educational policy decisions in the 1970's will not only anticipate tomorrow, they probably will help to *create* it.

Recent publications in the physical, natural, and social sciences suggest emerging changes in society that seem likely to characterize the world of 2000 A.D. A number of future-think writers agree that unless unforeseen catastrophes intervene, such developments as the following are probable:

The individual's personal freedom and responsibility will be greater.

The IQ of the average child will be 125, perhaps 135.

Cultures throughout the world will be more standardized because of the impact of mass media and increased mobility.

Access to more information will carry us toward an international consensus as to what is desirable in family life, art, recreation, education, diet, economic policies, and government.

Cruelty will be more vigorously rejected and methodically eliminated.

Leaders will be those who are the most able, regardless of their racial origins, religious beliefs, family backgrounds, or lack of great wealth.

The worldwide status and influence of the female will greatly increase.

Differences in wealth and ownership between haves and have-nots will narrow.

Through the mediation of trends, society will begin to design or give direction to the future so that the years ahead will better serve human welfare.

The changes described above will open many more doors for educational leadership. During the coming decade, however, education must do more than just lengthen its stride to keep pace with trends and innovations. We must bring social perception and long-range vision to the task of designing and planning schools that can help bring about the best of many possible tomorrows. •

If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.

—Johann von Goethe

Psychiatrist Karl Menninger, as reported in the *New York Times*, on reports of rising crime rates: "My own belief is that there is less violence today than there was 100 years ago, but that we have a much better press and communications to report it."

EDSON CALDWELL, *professor of education, Sacramento State College, California.*

ARE YOU LISTENING, TEACHER?

• **One of the most basic and useful competencies for** a teacher to acquire is the art of listening. This skill reveals itself in an informal, continuous, relaxed, and yet conscious contact with children in which the teacher deliberately seeks opportunities to hear expressions of their inner feelings.

Teachers do not acquire this accomplishment quickly, for they yield to the impulse to talk, explain, give directions, or admonish in their contacts with youngsters. The desire to reply, to express one's own feelings and concerns, makes it difficult to willfully refrain from speaking.

Listening can be an important learning occasion for teachers. Because of their continuous and close contact with pupils, elementary teachers will be particularly likely to see new and engaging characteristics in each child if they can develop the art of conscious listening.

Basically, the learning gleaned from listening is not so much a matter of information as it is of understanding, of empathy, and of identification with a pupil, his feelings, and his world. It means tuning in on another person's emotional wave length.

What are the techniques of listening? Some of the best listeners I know simply lean forward, indicating that they are giving full attention and expecting the person to begin speaking—and he does. I have watched teachers who seem to come close merely by bestowing the gift of their concerned presence. Children immediately respond in a warm, easy manner.

And these teachers know the magic of the two words, "Tell me." They mean, "I want to know about you—you are important to me, and I care."

The purpose of the tell-me technique is to bring out feelings. The words invite the child to respond in a spontaneous manner. They do not carry the threat of such a direct question as, "Why aren't you playing softball with the other boys this morning?" They do not prompt evasiveness or rejection as does a statement like, "If you don't feel well, you'd better wait inside the lunchroom until the bell rings."

In bringing out feelings, one must first try to sense what feelings already exist and by this effort at anticipation, prepare the way for their full expression. Careful use of words that tend to draw out an emotional response enables one to operate at the feeling level.

If a child shows anxiety, the teacher can say, "You are *worried* about something," or "Something has *upset* you." Words that reflect emotion have the effect of showing the child that the teacher understands him and senses his inner feelings. By indicating real concern, the teacher provides a setting for the listening experience. By telling and sharing, the child relieves inner tensions and begins to regain balance and self-possession. Bringing a matter out in the open helps him achieve a sense of mastery over it.

It is important to choose a feeling-level word that describes a more intense feeling than you actually suspect. If a teacher misjudges the depth of feeling and uses too mild a word, the child realizes that the teacher is unaware of the seriousness of his problem and thinks it useless to reveal his true feelings to one so insensitive.

Suppose Jane has been teased on the playground, and the teacher says, "It *bothers* you when they tease you." To Jane this might indicate that the teacher does not understand that she is truly frightened and feels rejected. Why should she reveal herself to one who thinks that she is only bothered! Accordingly, Jane clams up or becomes evasive.

If, on the other hand, the teacher states the case too strongly, Jane will feel no embarrassment at expressing how she really feels and will go on from there.

With the well-known "yes" or "uh-huh" technique, the listener tries to show constant interest and absorbed attention in what is being said without, of course, interrupting the speaker. The teacher thus keeps continuous contact without evaluating the child. A show of surprise, alarm, or shock will lead the child to respond to the teacher's feelings rather than his own.

During the listening time, the teacher can ponder over the pupil's individuality, his ability to express his true feelings, the underlying forces that cause his behavior, and the signs of tension that he displays. The child's hands, voice, facial expressions, stance, and body movements indicate the nature and extent of the forces struggling within him.

The simple, relaxed, undemanding act of silence as part of the listening experience is, to many, surprising because it is unusual. In guidance, a silence can be comfortable, both for the teacher and for the child. It allows time to think and evaluate what the child has said or done. The period of silence often is the most worthwhile part of the entire listening experi-

ence. One must keep in mind, first and foremost, that this interaction is *not* a conversation.

The child will feel comfortable during the silence if the teacher indicates that not talking is entirely proper. After a silence the teacher can show empathy by saying, "I guess it's hard to understand," or "It isn't easy to know what all this means." Such assistance is seldom necessary, however.

Since most of a teacher's contacts with pupils in the elementary school do not allow for the privacy usually associated with an interview, I have deliberately avoided presenting counseling as an interview situation. Most of the many types of face-to-face encounters afforded to elementary teachers are impromptu.

The teacher-pupil counseling relationship in the elementary school is largely supportive in that it strengthens the pupil to meet and deal with the challenges he faces in and out of the classroom.

To act sorry for the person who is undergoing strain or who is entangled in a difficulty usually weakens him. Support strengthens him. The teacher can say, "You are being brave about this," or "You are acting very grown-up by doing that." Often situations cannot be changed—home conditions, physical handicaps, economic limitations—and the individual is going to have to learn to cope with his problem in terms of meeting reality, not changing it.

At the end of a listening experience, however brief, it is usually helpful both to pupil and teacher to invite the child to summarize what has been said. The teacher who summarizes for the child deprives him of the opportunity to evaluate the interaction on his own, a maturing exercise. (If the pupil seems unable to summarize, one can simply be supportive: "Nancy, you've been very grown-up in talking this out with me. It isn't easy, but you have shown you can do it.")

When some interruption or a natural termination point arrives, giving the pupil a few statements for him to react to may be helpful: "We have gone over quite a few things together, Jonathan. Have you found it helpful to talk about them?"

Only as teachers come to identify deeply with the child's emotional world—not just his intellectual or academic life—can they truly understand his behavior and capacities. Through identifying emotionally with the feelings revealed by a child, one can make valuable discoveries. And a well-developed empathy can grow out of the sensitivity gained from the experience.

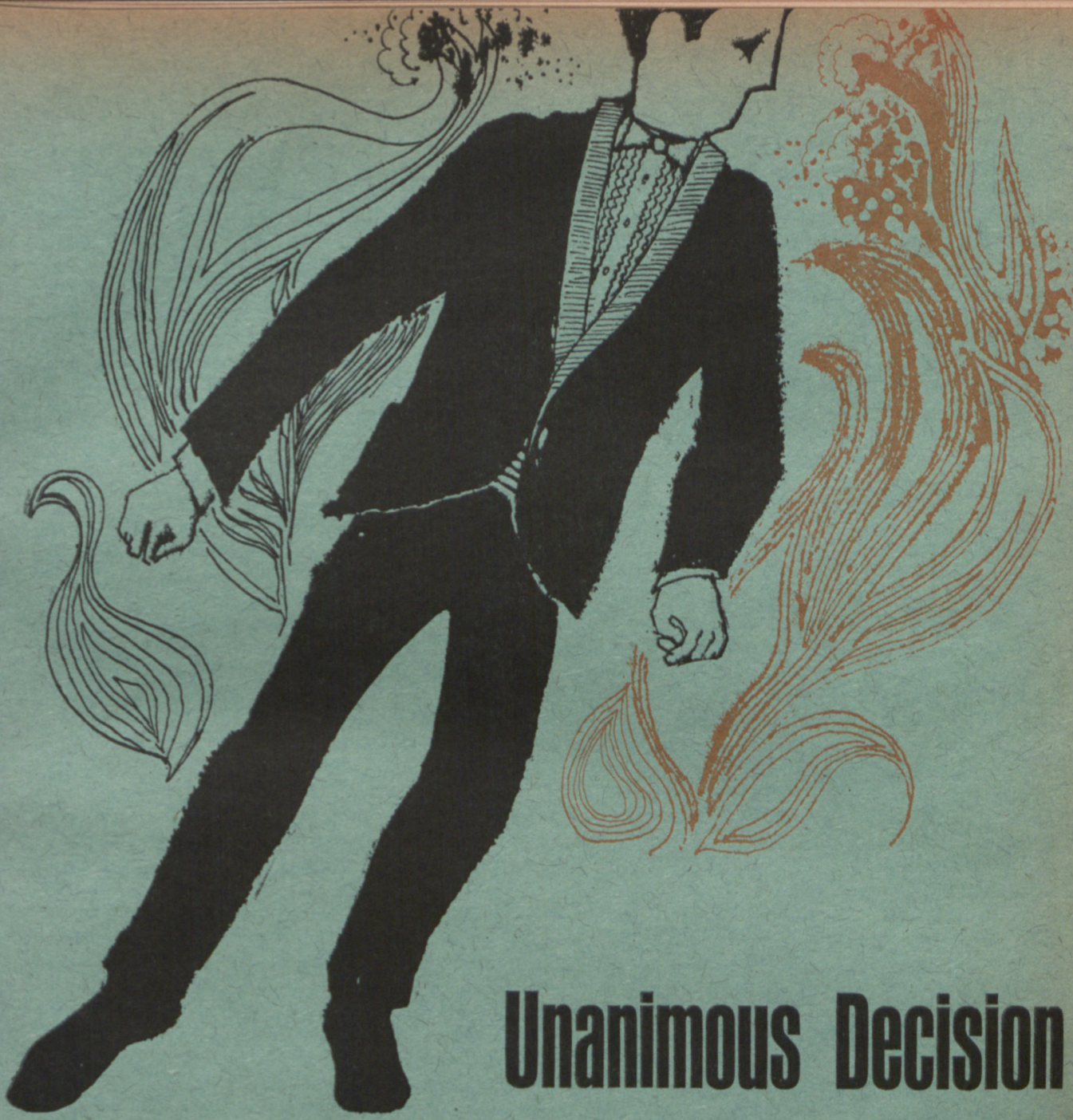
Conscious listening is an art that demands close observation, both inside and outside the classroom. Moments before and after school—in the lunchroom, at the drinking fountains, by the bulletin board, on the playground, or around his desk—are excellent opportunities for the teacher to listen consciously and learn. In return, by responding inwardly to the feelings expressed by children, the teacher gains insight and inspiration for becoming an especially helpful adult in the lives of the young persons he seeks to understand and guide. •

Youngsters in our culture seem to grow up via a series of minor crises. At all stages decisions are thrust upon them by parents, teachers, friends, the wider society and by the demands of their own bodies and physical constitution. There are examinations to pass, crazes to survive, crushes and love entanglements to escape from, blind alleys to avoid, religious and philosophical doubts to allay, ambitions to pacify, and angry aggressive impulses to quell. It is a complicated and sometimes a heart-breaking business.

Other strains generated by the social structure have also been isolated as being especially typical of our own day and age. In the U.S.A., and, to a lesser degree, in Britain, there is considerable geographical mobility amongst the "rootless" professional and aspirant middle class families. This means that the influence of local institutions and neighbourhood traditions is greatly reduced. That sense of belonging, sometimes thought necessary for the mental health of individuals and families, is, in a frequently changing environment, impossible to develop. Social suspicion and isolation may consequently arise which in turn can foster anxiety and frustration and either result in mental ill health or be deflected into delinquent activities.

Social mobility, mobility, that is to say, between the social classes, can further aggravate the position. The business of passing the class bar may be similar to passing through the colour barrier. Having to accommodate psychology to different customs and standards of behaviour can prove to be a painful experience.

—**John Barron Mays** *in* The Young Pretenders, Teenage Culture in Contemporary Society. *Schocken Books. 1966. Reprinted by permission.*



Unanimous Decision

LYNNE C. BEEBE, *fifth grade teacher, Walled Lake, Michigan, Consolidated Schools.*

• **Ever since Jane Evans had come to our high school,** I had been trying to get up nerve to ask her to be my date for the junior prom and was speechless when she said, "I'd love it, Dave." All the next week, I had expected her to change her mind and go with someone else because I'm no great shakes in the looks department and wear size thirteen shoes on the ends of my long skinny legs. They're handy legs for track and basketball, though.

When I walked into the store with the rest of the guys in my crowd to be measured for the rented formal clothes, the clerk said, "Good thing you're ordering early. You'll have to have extra length on your trousers and sleeves. Special orders take five days longer and cost five dollars more."

That really set me back as I was having a hard time getting together enough money for the whole evening, which was to begin with dinner at seven o'clock in Dayton and be followed by the dance in our school gym in Xenia.

Next order of business was transportation. We are a one-car, no-garage family, and my dad is a practical man. I crossed my fingers, hoping that he wouldn't need the car the day before and the day of the prom. The charm worked. I washed and waxed the car and covered it with a plastic sheet.

Prom day, I got my hair cut, bought gas, and picked up Jane's corsage, which cost seven dollars. I had a heck of a time getting dressed because I'd never worn

This story was a prizewinner in the 1968 NEA Journal-Reader's Digest Foundation Teachers' Writing Competition.

formal clothes before. When I was ready, I had to admit I looked pretty good. My folks were real interested. My dad asked, "Do you have enough money?"

My mom cautioned, "Be careful, now. Don't drive fast," the way mothers always talk. For the tenth time, I checked tickets (two for the dinner and two for the dance), keys, money, and Jane's corsage.

I picked up my best buddy, Tom, who'd been my consultant all the way through this prom business. He has a steady girl, Ann, so he wasn't a bit nervous. We stopped for Ann, then for Jane. Man! Did Jane look great! Her dress was real long and fluffy. Her hair was all up on top of her head like in the movies. You wouldn't see any movie star that looked as pretty. Actually, she looked what you'd call beautiful, and I'm not prejudiced. The flowers were just right.

Jane's dad said, "Have fun!"

Mrs. Evans said, "Don't drive fast, and be careful." Just like my mom.

Dinner was by candlelight and with music. Five carloads of us drove back to Xenia in kind of a caravan.

Xenia is the county seat. Across from the original courthouse is the Steele Building, constructed in 1880 for a private home and now used for doctors' and lawyers' offices. Next to it is the new Loan Office and then Silvia's Stylists, with offices above both of them. By the time we approached that corner, it had become quite dark. I saw right away that the traffic was blocked so I parked by the curb. A siren wailed, and we saw a fire truck coming from the opposite direction. My first thought was to turn around to bypass the fire and get to the dance. But we all wanted to know what was going on.

Tom said, "We'll check. You girls stay in the car."

He and I walked to the corner and could see the smoke rolling from the old Steele Building. The fellows from the other cars in the caravan joined us, two by two. "There's the Fairborn fire outfit!" exclaimed Jack.

"And Beavercreek!" shouted Herb. "Must be some fire!" We could see only a few tongues of fire at first but the wind was unfavorable. It was blowing across the Steele Building toward the Loan Office and Silvia's. Two fire outfits were using water and chemicals on the Steele Building.

Just then, I noticed that groups of fellows and older men were breaking away from the large crowd and were filing into the Steele Building and the Loan Office right next door. "Those aren't firemen," said Tom. "Wonder what they're doing." In a few minutes they filed out of the buildings carrying desk and file drawers to a restaurant across Main Street. It was like watching ants, some going in empty-handed and meeting others coming out with arms loaded.

"Those are legal files from the lawyers' offices, and doctors' records," Jack volunteered. "The draft board is over the Loan Office. They're carrying out draft records. Mine's in there somewhere."

Thinking about Jane, I said, "We ought to check on the girls." It was at this point that I knew I wanted to be involved in helping. I looked at my rented finery; thought about the prom; turned to speak to Tom and saw that he had peeled his coat off and was walking toward my car.

"Come on, Dave," he ordered, "there's work to be done, here and now!" I followed him, the conflict about the evening with Jane churning around in my mind. The prom was losing ground with every step I took toward my car. This was something I couldn't keep from doing. It was *my* town!

It was as if ten fellows had instant ESP! When we explained to the girls, they were all for the idea of helping. "Of course," Jane urged. "There's no question about it."

"Do you think your dad would come for you, Jane?" I asked.

"Certainly he will," she responded quickly.

I phoned Mr. Evans, and he was the greatest! He understood perfectly that ten guys wanted to abandon ten pretty girls to be volunteer firemen. "I'll pick up all the girls in the wagon in about three minutes," he promised. "Good luck, Dave!" Herb and I stayed with the girls until he came. As they drove off, Jane waved.

"Careful, Dave!" she called.

Coatless, we ran back to join the ant procession carrying out files of vital statistics. By the time Chief Buffington stopped the ant line by calling, "*Last* trip! It's no longer safe in there!" I couldn't tell Herb from Tom. We were equally dirty, ragged, red-eyed, and exhausted. I looked at my formal clothes. The trousers had a big rip in the knee from a file drawer. I'd lost the tie and both cuff links.

Next day, the *Xenia Gazette* had an article on the front page with pictures of the guys in formal clothes helping. Chief Buffington was quoted as saying, "Don't talk against modern young people to *me*! They're *great*!"

As I said to Jane the next evening, "It wasn't great at all. It was simply a job that had to be done right then and there." •

YOU MAY NOT AGREE, BUT . . .

Teachers Should Commit Themselves

says **WILLIAM H. TRUESDELL**

Why is it so often true that we who are trained to entice tight-lipped urchins to express themselves, we who have seemingly mastered the artful practice of drawing out, we who are the leaders are reluctant, nay, horrified of baring ourselves to the analysis of those we teach. How are we to convince our students (as we so often try) that "everyone has an opinion," if we are always the prominent exception? In my opinion, we who seek to guide others in the formation of values and opinions cannot be exempt from a candid expression of our own. Those among us who harbor the kind of feeling that rejects the light of honest inquiry and discussion should withdraw their fragile selves to occupations more sheltered and obscure.

One should never, of course, make known his position before a class discussion has come to a close. The teacher's response should be a fitting climax or conclusion to the discourse.

I do not suggest that the teacher should discuss anything which is clearly personal and of no one's concern but his own. But topics like politics, Viet Nam, birth control, sex education, capital punishment, mercy killing, and tax support of parochial schools are a part of our life and, necessarily, a part of our education. I don't believe that a teacher should permit discussion of any topic that he is not ultimately prepared to speak about personally.

The explosion of knowledge has made it all too clear that our fond concentration on the factual content of subject matter is, of necessity, a thing of the past. There is more to teach now—more than can ever be imparted in factual parcels. If we are to remain teachers, it is evident that we can no longer content ourselves with telling students *what* they are to learn. We must instead teach them *how* to learn.

Only when our students have learned how to attack learning problems will they be able to confront future and still undiscovered knowledge successfully. Part of such a learning strategy would seem to be a capacity for critical, penetrating thought and an ability to make positive discoveries and mold strong convictions.

Too many of us provide poor models for those we teach. Can students really be made to realize that critical thinking and public expression are important when teachers so often avoid them? Can they ever be convinced that firm commitments are worth anything if their teachers project a vague ambivalence? When a teacher faces a class and voluntarily consigns himself to that growing mass whose members really don't give a damn one way or the other, he is condemning and denying the very essence of education.

♦ *The editors invite reader reaction to Mr. Truesdell's statement and manuscripts for possible publication in this new continuing feature, "You May Not Agree, but . . ."*

Mr. Truesdell is a teacher of seventh and eighth grade social studies and English, Comstock (Michigan) Middle School.

Grouping Foreign Language Students

MICHAEL HERNICK, *principal, and* **DORA KENNEDY**, *supervisor of foreign languages, Oxon Hill Senior High School, Prince George's County, Maryland.*

• **Gayle had a hard time with French I, but she** squeaked through with a C and enrolled in French II. She was lost almost from the start of French II and despite a lot of hard work, she failed the course. Up until two years ago last fall, Gayle's case was all too typical of what was happening to foreign language students at Oxon Hill High School in Prince George's County, Maryland. About half the students at each grade level either failed a foreign language course or dropped it, and only about 1 in 8 students who started a language survived in the program to take the fourth year.

After studying the matter, the administration and the language staff at Oxon Hill decided that the programing of the foreign language courses was largely responsible for the poor showing. The existing program was unrealistic, they reasoned, because it organized language teaching according to a one-level-per-year pattern that called for all students to learn a year's measure of a language in a year and paid no heed to the basic fact that learning a foreign language is not a series of steps but the progressive acquisition of skills.

With this in mind, Oxon Hill set about developing a new program based on the philosophy that at any given time a student's proficiency in a foreign language depends upon his ability, his application, the length of time he has been exposed to the language, and the kind of foreign language teaching he has received.

The resulting program, instead of expecting all students to learn at the same rate, provides more than one performance level for each year of study. First year students work in groups organized on the basis of academic achievement records. After the first year, the program provides both an *on-level* and a *below-level* group for each year. This multilevel approach makes it possible for students to study foreign languages as members of groups in which they can feel at ease and in which they can achieve. A student learns as much of a language as he can in a year and then the next year picks up where he has left off.

A look at the French sequence shows how the master schedule works:

In French I, students are grouped according to their previous academic achievement. Thus, students for whom all learning comes easily can be placed together.

Students who make A's or B's in French I go on to groups that use conventional second-year material (the on-level groups). They are assigned to classes designated French II-2.

Some students, Gayle for instance, do not fail French I but obviously need to spend more time on French I material before they proceed to the conventional second-level material. Students like these are the ones who, when forced into the next level prematurely account for high failure and dropout rates. In order to let these students have successful language experiences, the new program provides for them to begin their second year studies with conventional first-year materials. These below-level groups are designated as French II-1. French III and IV are organized according to this same pattern.

On-level and below-level courses are offered at the same period or periods. If enrollment is large enough, on-level and below-level courses are divided into sections based on student achievement. Thus a student who has earned an A in French II-2 will advance to French III-3, Achievement Group 1, whereas a student who has made a B in French II-2 will be placed in French III-3, Achievement Group 2. A student who has received a D in French I goes to French II-1, Achievement Group 2, while one whose French I grade was C is assigned to French II-1, Achievement Group 1.

A student's current language teacher helps him decide what his next step in language learning will be. As an A or B student, he must go on to the next level. If he has earned less than a B, the decision of both the student and the teacher will most likely be that he

needs to acquire more skill and knowledge before advancing to a new year level.

During the year, teachers may make adjustments, moving a student from an on-level to a below-level group or vice versa or from one achievement group to another, whenever it seems that the move will allow the student to have a better educational experience. The teacher makes these changes through the Foreign Language Department with the concurrence of the grade counselor; such changes do not and need not reach the administration.

At the teacher's discretion, an entire class can be redesignated. For example, after a Level II-1 class has spent some time with Level I materials, the class may be redesignated as Level II-2 if the teacher feels that they are ready for Level II materials.

A student's report card and permanent record show the language and level taken and also include information concerning the number of years and number of levels completed—"Completed two levels in three years," or "Completed three levels in three years." A student earns a unit of credit for each year of successful language experience, regardless of the level at which he has succeeded.

Two conditions at Oxon Hill have made it possible to implement the multilevel plan there.

In the first place, the administration is sympathetic to the program. It understands that students learn foreign languages at a variety of achievement levels. Because languages are elective subjects in most schools, some administrators tend to overlook the fact that they present the same type of learning and teaching difficulties that English courses do and that the problems are even more severe in foreign languages because the students are operating at a more basic level than they are in their native language.

Administration support is important because teachers alone cannot implement a plan for a varied pace of instruction. The administration must set up the mechanics for effecting the necessary flexibility. If the administration expects that by the end of the year the students will at least have been exposed to all the material designated for a particular level, teachers will tend to teach that material to all groups at the same rate. If, on the other hand, the administration desires flexibility, then it must accept the responsibility for setting the stage for change.

The second factor that made it possible to implement the multilevel program at Oxon Hill is that the language teachers are willing to work closely together. They share a philosophy of language teaching. Instead of regarding the language program as an extended process of distillation that ends with only the most brilliant students still enrolled, they realize that they need to accommodate a wide range of abilities. They are flexible enough in their approach that they can begin with the students where they are, regardless of whether they are fast or slow learners.

The results of the multilevel grouping system at Oxon Hill have been gratifying. Since its inception, foreign language enrollment has increased until it now includes more than half of the students.

The teachers feel more effective because they are able to challenge their classes with new concepts when they are ready for them. They enjoy acting as counselors for their language students.

Most important, however, has been the effect on students. The failure rate in foreign languages is now no higher than that in English. Dropout requests are minimal. Students are remaining in the program and having longer exposure to foreign language.

The experience with the below-level groups has been most rewarding. Students who have had difficulty one year seem to come to life the next; many who have had C's and D's in the past make A's and B's subsequently. It seems that their great need has been more time to practice the language.

Some of the students in below-level groups catch up during the year and are transferred to on-level classes. Others continue in the below-level groups during the entire year, but they do continue instead of dropping out or failing.

By the third year, many who have been in below-level groups for two years are ready for the third year on-level course. Chances are that under traditional programing they would never have reached Level III or even Level II. Of course, some students stay at below-level for three years, but they, too, have been successful in that they have remained in the sequence, have achieved at least a modest degree of proficiency, and have acquired a positive attitude toward a foreign culture.

Not all schools are as well adapted to putting a multilevel program into practice as Oxon Hill. Scheduling a sufficient number of classes may not be feasible in some schools. Not all language faculties will be able to work together harmoniously enough to plan the course content and to agree on the placement of students. In the case of Oxon Hill, however, the program has shown a way of keeping students in and interested in foreign language study. •

THE SELF-EVALUATING COLLEGE TEACHER

JAMES L. JARRETT, *associate dean, School of Education, University of California, Berkeley.*

• **Walking back along the campus diagonal, he kicked** meditatively at a leaf on the path. "Three weeks it's been," he thought to himself, "just a good start into the term." Suddenly he realized he'd missed returning the greeting of a passing student. "A brand-new assistant professor and absentminded already." But he *did* notice the approach of his department chairman, who said around the curved stem of his pipe, "Well, how'd it go today?"

"Oh, OK. Yes, it went all right. . . ." And then beyond earshot, "I guess." And he wondered how come the question. Did the chairman really keep up on who had classes when? Was he really concerned about how good class had been, or was he just saying hello?

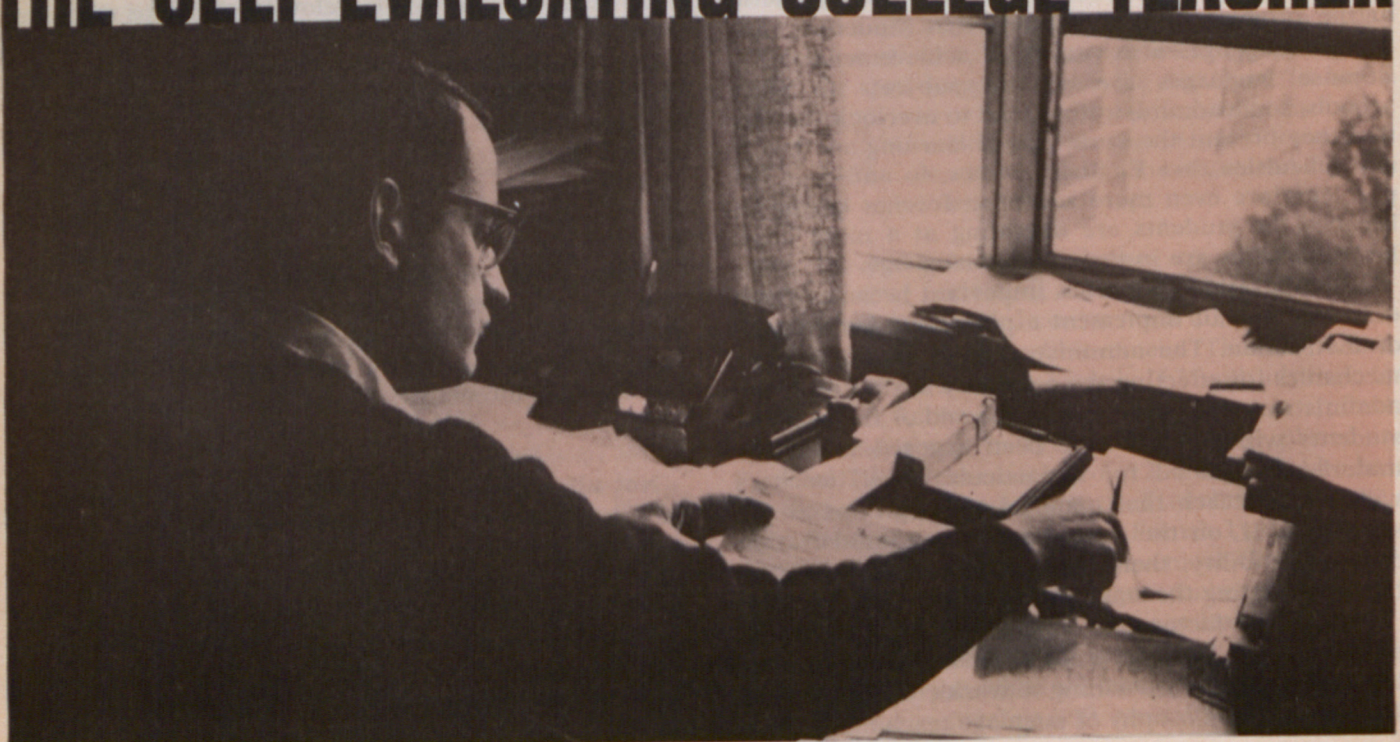
Will he ever be likely to visit a class? Probably not, for the mores seemed against it. But then how will he ever find out how I *am* as a teacher? Student rumors? The new student rating sheet that comes out twice a year? Surely he couldn't depend on a teacher's self-evaluation. Besides, how *had* it gone? He kicked leaves all the way back to his office.

A typical meditation? Perhaps. Nearly every teacher coming out of class is likely to reflect for a bit on how it went. He may recall feeling frustrated in midlecture about not covering all the ground that he had mapped out, or he may remember that the students had seemed alert and quick to respond that day, but hadn't come up afterwards with any questions. Then however, he will probably put all this out of mind to get at other more tangible matters—a book to read, an article to write, a committee meeting to attend.

Teacher evaluation: an old subject, to be sure. But now, with more students—and more critical students—than ever before, a new subject, too. Students have, of course, always evaluated their teachers, but today ignoring their evaluations is no longer easy. Administrators who would be more comfortable counting years of service or offprints are hearing the demand that they do something about poor teaching. And they are beginning to realize that this involves discovering where it exists, how the fact that it does exist may be tactfully communicated, and how improvements may be effected.

Parents, hearing the rumors about institutions where the teaching side of professing is lightly regarded, have begun to ask embarrassing questions about where *this* institution stands in such a regard, and *that* department, and even a particular professor. Professors themselves have begun to wonder about their colleagues, "How well do they get across to the students?" (About their scholarship, they know!)

So evaluators there are, aplenty. But what purpose do their evaluations serve? Several come to mind. For students, the evaluations are in the interest of finding the good classes and avoiding the bad. For administrators, the evaluations are for the purpose of making sound recommendations as to promotion and tenure. Faculty colleagues are concerned with the reputation of the department, in the interest of attracting better students. But presumably the greatest value of evaluation is in the improvement of teaching. What matters is not just the fact of poor teaching, but the diagnosis of the precise nature of the inadequacy and the proper prescription to remedy it. And this means that until evaluation becomes self-evaluation, at least to the



extent of internalizing someone else's criticism, nothing very important has happened.

Of course, effective teaching ought to result in effective learning. Yet the matter is not all that simple. For instance, good learning clearly does not necessarily entail good teaching, since all of us at least sometimes learn without a teacher, learn in spite of a teacher, and even, curiously, learn because of "poor" teaching—as when we rally around and exert unusual efforts to compensate for a confused or even unintelligible teaching act.

Nor does "good" teaching always ensure learning, at least if one regards such qualities as "well-organized," "original," "reflecting the latest research," "delivered in an enthusiastic, lively fashion," as indicators of worth. Teaching so characterized may fail to produce much learning in students who are unprepared for its level of complexity, distracted by a campus uprising, soured by the teacher's excessive demands, or disinclined in some other way to respond.

Still, in general, we do have reason to believe that teaching tends to facilitate learning and to believe that what the students are learning is one important measure of the worth of the teaching. This is something a teacher can find out about, if only he will. For one thing he can begin to see that his examinations are, to a degree, instruments for judging himself, as well as his students. But it is always fair to question how well an examination does measure the kind of learning the teacher is aiming at.

How often does a teacher proclaim that "improvement in the ability to think critically" and "gain in sensitivity and appreciation" are more important ends for his course than acquisition of a body of facts, and then confront his class with a final examination that is not much more than a demand for names, dates, places, influences, and definitions of special terms? Perhaps his announced goals are more subtle, and harder to test for, but if they are what really matters, both students and teachers deserve to be evaluated by criteria appropriate to those goals.

This is not to say that paper and ball-point examinations are always of prime importance, or even necessary. If the classroom situation is favorable, the teacher who is sensitive enough may by term's end know quite a lot about how much his students, individually and collectively, have grown during (and presumably in part because of) his tutelage—and so know quite a lot about himself.

Oftentimes the question, "Am I a good teacher?" is too broad to be answered meaningfully. There is, after all, a broad spectrum of teaching acts, and it would be astonishing indeed if one turned out to be equally adequate across the board. Consider such activities as motivating, communicating information, eliciting reflection, demonstrating a skill, fostering creativity, organizing a body of knowledge, or even inspiring—a list easily extended without going beyond common experience—and it becomes apparent that all of us deserve to be appraised differentially. No doubt, we would disavow some of these activities, but in attempting to formulate some such list we may gain the advantage of reminding ourselves of ways in which we have unwittingly not performed a part of the teaching task.

Another kind of listing that may be useful is one which differentiates such kinds of teaching as lecturing, leading discussion, conducting recitations, making appropriate use of new technology, supervising laboratories and studios, coaching, and tutoring—not to mention the teaching that is conducted with the pen instead of the voice. Here again the list may remind us of possibilities we may have come to overlook, so much do all of us tend to settle into comfortable habits, and remind us further that most good teachers are possessed of a *repertory* of skills. Yet, there are values in our discovering the kinds of things we do best, in order that we may assist in our placement into situations that favor our particular talents. Some of us may be skillful in eliciting discussions, but inept at formal lecturing, and this had better be taken into account as classes are assigned.

Still another thing we need to discover about ourselves is this: Whom do we teach best? A class composed of men, say, rather than women? Those relatively advanced in the field rather than novices? Adolescents rather than children or adults? Yet the existentialist would remind us that no human should acquiesce in a definition, a final categorization of what he is, does, and can and cannot do. To exist is to be capable of changing ourselves. Evaluation can lead to the identification of skills we do not have, should have, and could have.

In these days of quantified measurement and statis- tical manipulation and "objective," public, repeatable, reliable observation and description, it takes a certain nerve to say anything in defense of subjective, introspective (and thus private), qualitative judgment, but let me end by admitting to a lingering fondness for and belief in such unscientific procedure. Maybe the trouble lies in confusing subjectivity with wishy-washiness, and introspection with woolgathering. Yet any one of us can, if he will, be a surprisingly detached observer of himself, a careful and systematic analyst of his own teaching acts, an objective judge of "how the class went"—or whether, indeed, it went at all or just lay there, playing dead.

But it's hard. If we like, we can help ourselves in this self-evaluation by seeing ourselves on videotape, by comparing ourselves with clearly understood models, and by using systematic checklists. Or we can continue to kid ourselves, saying that I'm almost certainly a good teacher and nobody can *prove* I'm not, and besides, if I weren't, surely I would have been told. True, the latter possibility becomes daily more probable, but will we believe our critics?

The first thing, I think, is to start caring about ourselves as teachers, caring enough to do the hard evaluating, to think about changing, to play with other ways of behaving in the classroom, to find out what one's colleagues have tried. The "system" may or may not reward our efforts, but we will be rewarded nonetheless. •

READING MUSIC

EDWIN A. MOVSESIAN, *coordinator of education, Office of San Bernardino (California) County Superintendent of Schools.*

• **We say we read words. We say we read music. Why** do we use the term *read* in both cases? Is it just an accident of language or is there a connection between the two kinds of decoding? If a connection does exist, could we use it to improve the results of reading instruction? These questions caused me to develop a new kind of music presentation that I hoped would allow for transfer of audio and visual perceptual skills to learning to read words. I tested my method to see if, indeed, children could learn to read more efficiently when they were learning to read music at the same time.

I selected experimental and control groups for the first, second, and third grades from two school districts for seven months of instruction. In accordance with stringent experimental research procedure, the participating groups (made up of 135 children—approximately half boys, half girls) had comparable socioeconomic backgrounds, levels of achievement, and intellectual capacities; and their teachers were of comparable ability.

Both the control and the experimental groups followed the same school programs except that the latter groups also followed a music reading program. The control groups had music that consisted of singing, rhythmic, and listening activities. The experimental groups also engaged in these types of activities but to a lesser degree, spending their time in the music period primarily on the music reading presentation.

The music reading method involved the use of 14 charts (23" x 35") containing 12 songs and a teacher's guide that explained the exact steps to take in presenting the music to the children. An integral part of the method was the use of two sets of resonator bells (the 20-bell sets). The charts included one-, two-, and three-part songs as well as two- and three-part rounds. Teachers also used music flannelboards and cutouts, and assigned seatwork to their pupils. The children wrote the letter names of the notes of songs they had learned in blank squares provided below the notes.

The following are some of the important aspects of the method.

A song chart hangs at the front of the room. The initial step the teacher takes in presenting a one-part song, for example, is to bring the children's attention to the staff. Once the children are aware of the lines and spaces that make up the staff, the teacher focuses their attention on the symbols (notes) on the staff.

After demonstrating how to strike the resonator bell with a mallet, the teacher names the first note of the song and asks for a volunteer to play that note on the resonator bell. Then he gives the volunteer the bell and mallet and allows him to practice striking it a couple of times. Now the child is ready to follow a pointer with his eyes as the teacher guides it across the staff. Each time the pointer comes to the note the child has learned, the child strikes that note on the resonator bell.

The teacher follows the same procedure for each differently pitched note on the staff. If there are six differently pitched notes, for example, then there will be six performers. Once each of the performers has had his turn to play the notes written on the staff and the class has read the notes aloud, the performers are asked to play together. (One of the great advantages of the resonator bells is that more than one person can participate. The other advantage is that a minimum of effort brings forth a beautiful tone from the resonator bell.)

This kind of music reading approach helps the child develop left-to-right orientation. At the same time, he is developing perception of position in space and of spatial perceptual relationships. That is, he begins to perceive his relationship to the symbol, as well as the relationships of the symbols to each other. He is also developing figure-ground perception by focusing attention on a particular symbol that is in the midst of other symbols and marks. Another perceptual plus is that the child refines his visual-motor coordination by striking the mallet on the bell while his attention is focused on the symbol.

Further, when the children perform together, they must listen very carefully in order to produce tones that will make the total performance sound as if one performer were playing. Obviously, listening skill of this sort is invaluable in other school activities, especially verbal reading.

The development of self-discipline and creative learning are other by-products of this approach. The boys and girls learn to control themselves so that they can achieve a musical performance. Teachers reported to me many changes in children that were observable although not measurable by the testing instruments used. Some children showed marked improvement of self-image and others increased their ability and willingness to express themselves in other

READING WORDS

ways. Furthermore, learning the meaning of music symbols enables the children to take another step in their musical development by improving their ability to enjoy, appreciate, and create music—now and as adults.

Because the children experienced early success in producing music that was enjoyable to hear, they were delighted with their involvement in this learning situation. At the end of the year, those in the experimental groups were still as enthusiastic as ever with the music reading program.

The final test results indicated that the experimental groups in all three grades made more gains than the control groups on each of three tests—The California Achievement Tests (Reading Section), the Gray Oral Reading Test, and the Survey of Primary Music Reading Development (a test instrument I devised).

In applying the T-test to determine the significance of the experimental groups' gains, I found that grades one and two made very significant gains in the California Achievement Tests (Reading Section) and the Survey of Primary Music Reading Development but not in the Gray Oral Reading Test. The third grade experimental group, however, made very significant gains in the Gray Oral Reading Test and the Survey of Primary Music Reading Development but not in the California Achievement Tests.

T-Test Scores of Mean Gains Made by the Experimental and Control Groups Between the Pre- and Post-Testing

	T-Test Score	Significance
FIRST GRADES		
California Achievement Tests (Reading Section)	3.0	(P<.01)
Gray Oral Reading Test	.8	(P>.05)
Survey of Primary Music Reading Development	3.0	(P<.01)
SECOND GRADES		
California Achievement Tests (Reading Section)	3.8	(P<.001)
Gray Oral Reading Test	.5	(P>.05)
Survey of Primary Music Reading Development	4.1	(P<.001)
THIRD GRADES		
California Achievement Tests (Reading Section)	1.4	(P>.05)
Gray Oral Reading Test	3.8	(P<.001)
Survey of Primary Music Reading Development	3.2	(P<.01)

Degrees of freedom = 26
P< = probability is less than
P> = probability is greater than

The experimental groups for all three grades made more gains than the control groups in the two subtests of the California Achievement Tests (Reading Section)—Reading Vocabulary and Reading Comprehension—though the third grade made no gains in the Reading Vocabulary subtests.

In applying the T-test to determine the significance of these gains, I found that the gains made by the first grade experimental groups in reading comprehension were very significant, that the gains made by the second grade experimental groups in reading vocabulary and reading comprehension were also very significant, but that the gains made by both third grade experimental and control groups were not significant.

T-Test Scores of Mean Gains Made by the Experimental and Control Groups Between the Pre- and Post-Testing

(Subtests)

	T-Test Score	Significance
FIRST GRADES		
California Achievement Tests (Reading Section)		
Reading Vocabulary	1.8	(P>.05)
Reading Comprehension	3.8	(P<.001)
SECOND GRADES		
California Achievement Tests (Reading Section)		
Reading Vocabulary	3.3	(P<.01)
Reading Comprehension	3.5	(P<.01)
THIRD GRADES		
California Achievement Tests (Reading Section)		
Reading Vocabulary	−.2	(P>.05)
Reading Comprehension	1.7	(P>.05)

From the above findings, I conclude that in learning to read music there is something vital that transfers audio and visual perceptual skills to learning to read words. I feel that school districts should consider instituting a music reading program in their primary grades. Since my study succeeded with a specific music reading method, I would like to see this method given high consideration in other similar experiments. (Even though the basal reading method was used in this study, any other method could be used and would not in any way detract from the effects of the music reading skills.)

I recommend that this study be replicated, using a larger population than was used for the present study. And the replicated study should be planned for three continuous years starting with the first grade. •

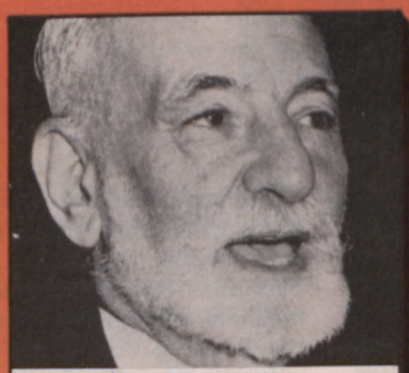
NEWSNAMES: 68

1. Creighton W. Abrams
2. Dr. Philip Blaiberg
3. Rene Cassin
4. Shirley Chisholm
5. Maurice Couve de Murville
6. Alexander Dubcek
7. Abe Fortas
8. Averell Harriman
9. S. I. Hayakawa
10. Harold Howe II
11. Grayson Kirk
12. Elizabeth D. Koontz
13. Debbie Meyer
14. Joan Miró
15. Tom O'Horgan
16. Chukwuemeka Ojukwu
17. William P. Rogers
18. Walter Schirra
19. William Styron
20. Pierre Elliot Trudeau
21. Andy Warhol
22. Yevgeny Yevtuskenko (Evgeny Evtuskenko)

Research shows that today's typical classroom teacher reads fairly regularly one daily and one weekly newspaper. His favorite radio and TV programs are news reporting and commentary. "Today's typical classroom teacher" refers in this case to a statistical creature composed of means and medians calculated by the NEA Research Division in cooperation with George Washington University from nationwide sample surveys of classroom teachers conducted from 1965 to 1967. The chances are that you are like the statistical creature in that you devoted a sizable chunk of your precious time to learning about what was going on during 1968.

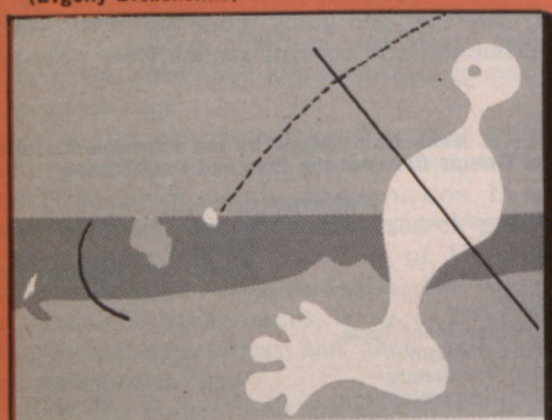
How much of what you read and heard do you remember? The men and women whose names appear in the alphabetical listing figured prominently in the news media in 1968. Can you match names and accomplishments? Write the appropriate names in the blanks on the numbered illustrations.

Correct answers on page 86.



Winner of 1968 Nobel Peace Prize

1



A versatile Spanish artist who displayed sculpture as well as paintings

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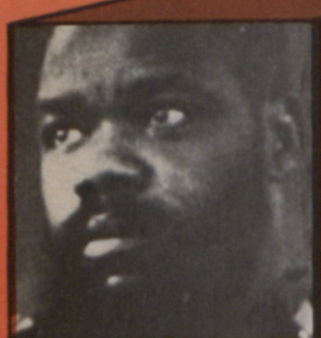
Already famous, this educator made front page news this year

7

8

Russian poet—opposed invasion of Czechoslovakia

13

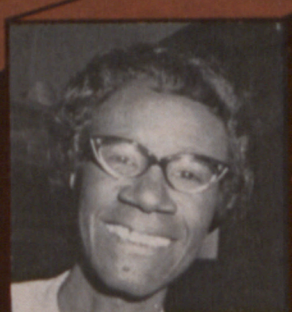


Leader, Biafran Resistance

10

Pop artist who brought cereal packages and soup cans into living rooms

11



First Negro woman to be elected to Congress

12

Retired as president, Columbia Univers

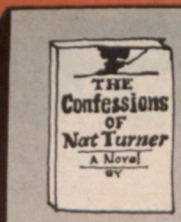
18

Patient, successful heart transplant

17

U.S. negotiator, Viet Nam talks in Paris

2

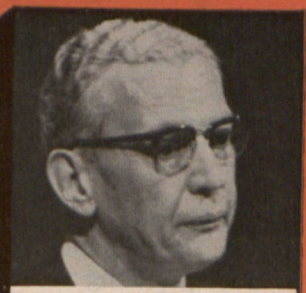


Author of this book

3

Director of three concurrent New York plays, one of which is represented above

4



Premier of France

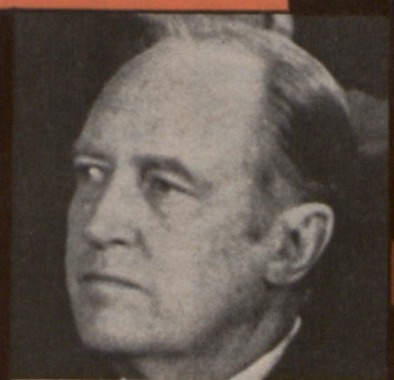
5

...ral leader of Czechoslovakia

Controversial nominee for Chief Justice of the United States

9

...ympic swimming champion



Secretary of State, Nixon Cabinet

15

Command pilot, Apollo VII

16

U.S. Commissioner of Education

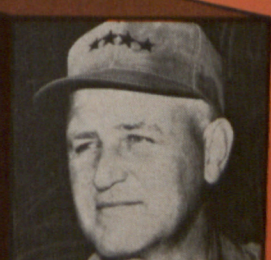
19

President, world's largest professional association

20

Prime Minister of Canada

21



U.S. Commander in Viet Nam

22

OPINIONS DIFFER

TEACHERS

• **Phil is an experienced teacher.** During the summer he spent six weeks counseling at a boys' camp in the high Sierra, and by the time he got back for the opening of school, his hair was long and most of his face was hidden by a bristly beard. His fiancee said he looked great. His principal said, "We don't want any hippies in this school." What are Phil's rights and his responsibilities in this instance?

And then there's Frances. The closer she gets to retirement, the more she feels the need to save a good-sized part of her check every month. Her clothes are old-fashioned and shabby and tend to look dingy even when they've just been cleaned. Some of her colleagues have told her that she owes it to her profession and her students to go out and buy new clothes. Who is right?

When Carol started teaching, she had a closetful of clothes she'd worn in college. Many of them were in excellent condition, but they were definitely casual campus clothes, and the skirts were mini length. Should she have been required to buy a new wardrobe for the classroom?

In an era when the 72-year-old Duchess of Windsor, perenially one of the world's best dressed women, wears her dresses well above the knee and when some United States senators wear turtlenecks with their dinner clothes, what is suitable dress for teachers? Opinions differ.

According to the *New York Times*, New York City parents mentioned "mini-skirted women teachers and long-haired men teachers 'who don't act like men'" among causes of their dissatisfaction with the school system.

The August/September 1968 issue of the *Instructor* carries this item: "The turtleneck has sparked the latest school dress skirmish. And it's male teachers, not students, demanding the right to the in-type sweaters. Project Public Information reports that 17 school superintendents have requested attorney general rulings on the legality of sending teachers home until they agree to come to work 'more suitably dressed.'"

"At our staff meetings I am more and more upset by the clothes worn by our younger members," writes an NEA member from New Jersey.

Some of the advice proffered by Jean Mizer in "Dear JM . . ." in the October TODAY'S EDUCATION could apply to the teachers whose attire was bugging the 17 superintendents. "Why waste your position on fads and trifles? Take a reasoned but resolute stand on something vital like academic freedom," is Miss Mizer's answer to the beginning teacher who says, "I believe it's my privilege to wear fashionably short skirts and boots to school . . . and that the math teacher has every right to have a full beard and wear a Nehru jacket."

An Oregon teacher takes issue with Miss Mizer's point of view. "Any teacher with his head on straight," he wrote to the editor, "knows that it is precisely because school boards and school administrators get away with petty tyranny that they are able to get away with major tyranny, like violating academic freedom."

Is academic freedom involved in the question of how teachers dress at school? Is displaying good taste a part of teachers' professional responsibility? The JOURNAL staff decided to poll 500 NEA members, whose names were drawn at random from the files of the Association's Records Division, on the subject of teachers' appearance in school. We used the following questionnaire:

As a teacher, do you believe that you have a responsibility to set an example for your students in matters of dress and grooming?

Must teachers at your school meet arbitrary standards of dress and grooming?

If so, who sets the standards? The school board? The administration? A teacher group? The "Mrs. Grundys" in the community?

In your opinion, do such standards infringe upon your rights as an individual and a teacher?

Over 28 percent of the members polled returned their cards. Many went beyond answering the questions and wrote notes, particularly about the teacher's responsibility in matters of dress and about whether imposed standards infringe on personal rights.

Overwhelmingly, our respondents answered yes to the first question. Following are some comments from those who went beyond the simple *yes*.

"I think teachers should set an example for youth in dress, morals, and all things—if they don't want to be examples, they shouldn't be in teaching."

"It is very difficult to develop a dress code for students when teachers wear dresses six inches above the knee." (This came from a man.)

"I think every teacher has the responsibility to set an example of good taste regardless of current trends in style or personal wishes. It is difficult, though, to find dresses in the right size that are of a decent length."

Some members pointed out that a teacher's appearance influences the whole tone of a classroom. "My students complain if I don't look well-dressed," one said. "They always notice what we wear," said another. And from a third came, "Youngsters have a tendency to

DRESS AND GROOMING

disregard the ideas of a dowdy person."

These women would feel a common bond with the New York home economics teacher, now retired, who always wore a fancy or unusual apron during her demonstrations instead of the conventional white. Individual girls in her fifth and sixth grade classes tended to have their own particular favorites among her large apron collection. "Oh great, you wore mine today," a girl would exclaim when her pet apron was the teacher's choice. The teacher got accustomed to hearing, on parents' night, "You're the one with all the aprons. My daughter says that you make being a homemaker seem glamorous."

These teachers would understand, too, why Lawana Trout, 1964 National Teacher of the Year, makes a point of wearing shoes to match her dresses. In Mrs. Trout's opinion, she pays her students a subtle compliment by "dressing up" for them, a compliment the students, inner-city youngsters, tend to return in kind. Furthermore, Mrs. Trout says, she believes that having a "trademark" like her matching shoes and dresses, individualizes her for her students—makes them see her as *Mrs. Trout* instead of as *a* teacher.

Of course, everybody didn't agree about the teacher's responsibility in matters of dress and grooming.

"Student taste and style is not in our orbit," wrote one, adding, "Taste is a nebulous thing."

Another dissenter wrote, "Worrying less about dress codes for teachers and students and more about meaningful education would be an important step forward."

The member respondents seem to feel that dressing suitably is part of being professional. As one member puts it, "Pride in one's self and profession is the only standard needed." Another says, "I feel we are a profession and should dress and groom accordingly."

The teachers who wrote stress suitability of dress—for the individual and for the occasion. In the words of one writer, "Minis on slender girls? Yes! On fat girls? No!"

Another note reads, "A club dinner, a basketball game, a classroom —the teacher should have sense enough to know how to dress for each occasion."

As for questions two, three, and four, on arbitrarily imposed dress standards, it seems that few systems have them. When they exist, few teachers find them to be an infringement on individual rights, though most feel that they should be unnecessary. "Teachers should realize," states one writer, "that some rights are necessarily secondary to responsibilities. The right to wear bizarre dress, for example, is secondary to the responsibility to set an example for students."

Apparently, the American Civil Liberties Union thinks along the same line. Its recently published statement, "Academic Freedom in the Secondary Schools," includes the teacher's freedom to dress as he pleases as one of his "individual and personal rights and freedoms outside the academic setting," but makes no mention of freedom in matters of dress within the school.

The ACLU statement will offer no comfort to the teacher who complains, "Having a problem myself—Strongly object to having two wardrobes." She is the exception, though. Militant though our members may be, those who took part in the TODAY'S EDUCATION survey are not expending their militancy on "fads and trifles."—A.C.H.

When in the latest fashion
So attractively you're dressed
Won't you try some exercises
As just a little test?

Stand before your mirror
Full-length upon the wall.
Turn around, bend over,
As if picking up a ball.

(Are garters glaring back at you?
Stocking tops and flesh?
Remember, children's thoughts
Can easily digress.)

Next reach high into the air
As on the chalkboard you write.
Ask someone who's watching
Exactly what's in sight.

(Will small folks on lower chairs
Get quite a different view?
Is it Playtex they are seeing
When they are watching you?)

Now sit before your mirror
And try a pose or two,
Like crossing right leg over left,
As we are prone to do.

You may be teaching something
That needs some careful thought.
But perhaps it's difficult
To tell what they've been taught.

While keeping up with fashion,
Remember in the end
It's little things that really count,
Like how to sit and bend.

—Jeanne Gaughan in The Instructor, March 1968.

Teaching the Slow Learner

REGIS F. CROWLEY, *teacher of Opportunity Class, Western Branch Junior High School, Chesapeake, Virginia.*

• **We in education today are deeply** concerned with the problems of the child whom we identify as the "slow learner." Two years from now we may refer to him by another name, but he will continue to answer today's description.

This habit we have of updating terms to describe academic situations brings to mind a cartoon in the February 17, 1965, issue of the *New York Post,* which depicts an impoverished scholar saying:

"I used to think I was poor . . . then they told me I wasn't poor, I was *needy.* Then they told me it was self-defeating to think of myself as needy. I was *deprived.* Then they told me 'deprived' was a bad image: I was *underprivileged.* Then they told me 'underprivileged' was overused: I was *disadvantaged.* I still don't have a dime, but I have a *great* vocabulary."

All of which brings us, in a roundabout way to the slow learner, who indeed may be disadvantaged. Any practical approach to teaching him must be considered from two viewpoints:

1. That of the child. (What does he think of himself? Why is he a slow learner? What are the particular problems of this child?)

2. That of the teacher. (What is his role in helping the slow learner? Is he able to reappraise the child continuously, always alert to changes in the pupil that may require new thinking and planning?)

Let us concern ourselves first with the slow learner himself, who usually must be helped to overcome his own derogatory self-concept. Too often, by the time this child reaches junior high school, and even long before this, his repeated failures have produced a self-image completely devoid of favorable qualities. Aware that he has disappointed his parents repeatedly and that his classmates have left him behind, he feels only defeat and frustration.

The reality of this poor self-concept became poignantly clear to me recently while working with a group in a reading-skill text. In answering the questions following the story, one boy was stumped. He could not find a word in the story that meant "different." Attempting to help, I asked him to name as many words as he could that meant "different." He responded with three . . . *stupid, retarded, dumb.* Obviously, in the past someone—or several someones—had referred to this child in these terms, or he had called himself these names. At any rate, such a self-image is destructive, and we need to do all we can to supplant it with strength, self-confidence, and the determination to try.

The pupil I have just been describing has a classmate who has repeated each of his first four grades. Although this boy is tall and handsome, he is epileptic and suffers from brain damage as well. A psychiatrist is working with him trying to help him accept that he *is* different in some ways but that he is not crazy, as the boy believes he must be. To add to the burdens of this child, he desperately wants to live with his mother in another state, but his step-father refuses to allow this. It is not surprising that he has a very low opinion of himself.

Our first job, then, as teachers of such children, is to restore to them at least a modicum of self-esteem. We can begin by easing their pattern of frustration. Give each child simple tasks—not so ridiculously simple as to make him think he is being catered to but ones that are realistic in terms of his capabilities and his present frame of mind. Praise him as often as possible. Compliment him on an attractive sweater or shirt, for example.

Kindness is wonderfully beneficial to all of us, but particularly to the slow learner. Accompanied by firmness and consistency, it almost always reaps some reward. Let the child know that you want to help, but that he must make an effort. Dealing with the negative attitude that results from a poor self-concept can be an utterly wearying experience for the teacher. However, we must work to change the "I can't" or "I don't want to" to "I'll try," "I think I can," or even "Hey! This is fun."

We should be reminded never to indulge in ridicule. Moreover, we must do everything possible to keep the members of the class from ridiculing others. I have found it helpful simply to explain to them the dignity of each human being and the responsibility we all have toward others.

Without making an endless "whodunit" of the process, we must try to determine why a child is a slow learner. Our search for answers will not be the same for each nor can we expect the same results. We need to be aware of the various factors that can contribute to the problem of the slow learner. These factors include brain damage, cultural disadvantage, psychological disadvantage, low IQ, and physical defects. We should make use of our guidance departments and ask for psychological testing if we feel it might be helpful.

Effective teaching is always a highly personal process. It is particularly so for those who deal with the slow learner, for if they are not on guard, they can be affected by the defeats and frustrations that plague the slow-learning child. I have found the following approaches to be helpful in keeping the innate moodiness of the youngsters from filling a day with anxiety, tension, and little accomplishment.

1. Do not meet belligerence with more belligerence, or a state of war will exist. Cajole the moody. Talk with him a few minutes privately. Let him know you care.

2. Do not deal in abstracts. The slow learner is incapable of grasping subtlety or innuendo. He has a sense of humor as well as an ability to learn, but both humor and lessons must be handled in a down-to-earth manner. Concrete experiences work best.

3. Never rely on a pat lesson plan even though it has been a smashing success in the past. Have an alternate plan at your fingertips when you feel things are going badly. When assigning actual tasks to the slow learner, keep them within his grasp. Remember to vary his day with games and activities. Always bear in mind the short interest span of this child.

4. Never be complacent. Even if things seem OK, constantly reevaluate both the type of lesson you are presenting and the rapport you have with the slow learner. If things are not going well, it may be because you are not planning effectively for his particular abilities and learning problems.

5. Avoid personality clashes. Ultimately, in this kind of competition, it is the child who "wins." He "wins" if you take him to the principal in desperation, although in certain cases this must be done. He "wins" if you make him stand in the hall. He "wins" most of all if you allow him to goad you until you lose control and, in some way, let him think you don't like him. He "wins" if he gives you a headache or makes you dread facing the class. He "wins" these meaningless battles, but he loses the war!

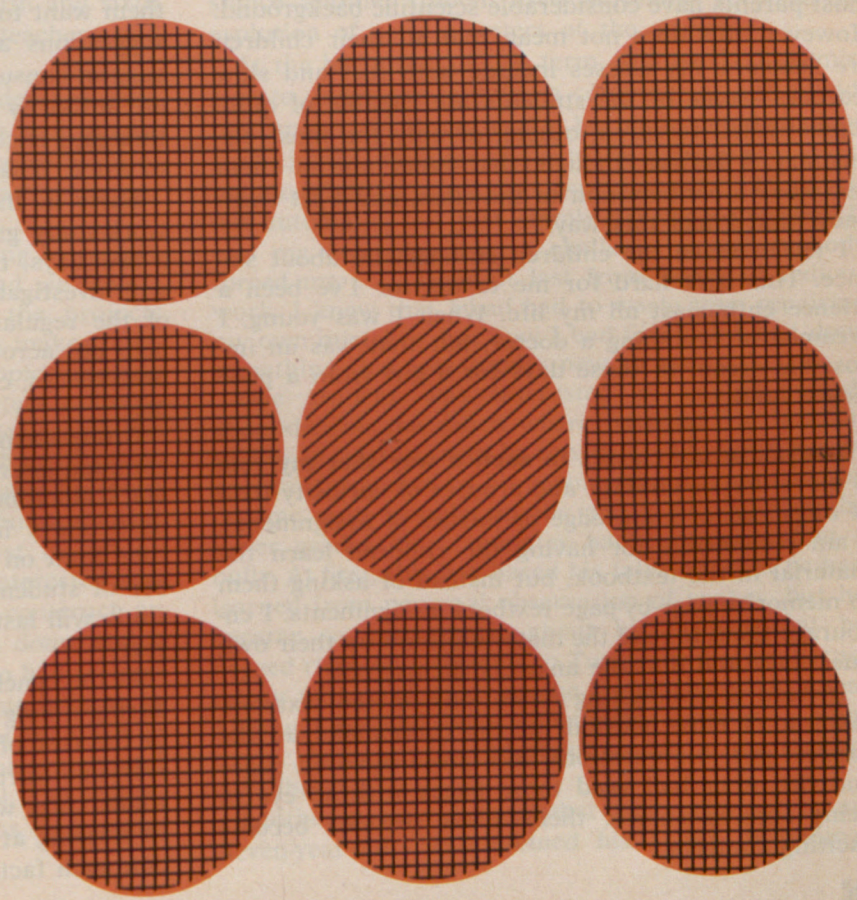
6. Overcome your frustration and his resentment with understanding, patience, and encouragement. It will be well worth the effort.

7. Help to project the slow learner into his future. What is he fitted for? How can he best fit usefully and happily into society? Read inspirational literature to him. Let him see how others have had to reach in order to overcome a handicap. There are so many needed and respectable occupations which require diligence and responsibility rather than great intelligence. Assure this child that he has a special talent of some kind and that the world needs his talent.

8. Adjust your own goals realistically. Don't expect to make waves—be satisfied with an occasional ripple. Success with the slow learner is best measured in terms of improvement in his attitude, and this cannot take place overnight.

While fixing realistic goals for yourself, you can be of great help to the parents of the slow learner. In this competitive world, most parents want for their children the education that they themselves may not have had. The child we are discussing here is not likely to succeed in senior high school or more advanced education. You can often lead his parents to an understanding that this child has his own qualities to develop and that pressuring him to attain impossible goals is leading him to frustration and, perhaps, rebellion. You can help the parents of a slow learner to accept their child, and you can encourage them to encourage him to develop his own potential.

Most assuredly, the tasks before the teacher of one or many slow learners is herculean, requiring unequalled patience and understanding. In my opinion, however, they constitute the most exciting and the most rewarding challenge in education today. •



"I Love Science, Teaching, and Children"

DOROTHY McIVER, *science teacher, Sierra Vista (Arizona) Junior High School.*

TODAY'S EDUCATION *asked Mrs. McIver to write this article after hearing a glowing report about the science teacher's methods and results from one of its editors who spent an evening talking with her at the 1967 Conference of the Association of Classroom Teachers at Bemidji, Minnesota. Too modest about her achievements and her writing ability to put her story down on paper, Mrs. McIver was finally persuaded to talk her article into a tape recorder during free moments at the NEA Convention in Dallas.*

• **What do you know about ancient emperors' synthetic beards** or the carniverous pitcher plant? And what about the poison-furred puss caterpillar? The radiometer? A porpoise skull? A hurricane?

You may know nothing about any of these subjects now, but if you try teaching eighth grade science through the problem-solving approach, you're likely to find out quite a bit about them and dozens of other things as well. "Look at the world about you," I tell the children. "Go find the vegetation that grows and the rocks that glitter, the birds that sing, and anything else that sets your mind exploring." And I never know what my pupils will come up with. The topics above are just a few of the subjects members of my classes have explored.

Many of the students at Sierra Vista Junior High, where I teach, are children of people who work at nearby Fort Huachuca, the headquarters of the U.S. Army Strategic Communications Command. Since jobs at this installation involve highly technical skills, most parents have considerable scientific background. However, this does not mean that all their children are scholars. My classes include both fast and slow learners—some of the students are capable of quite sophisticated research, others, of only the most elementary. I believe, though, that every one of them can make a contribution to the class, and I let them know that I feel this way.

I try to make the children enthusiastic about science. This isn't hard for me to do, for I've been a science enthusiast all my life. When I was young, I dreamed of becoming a doctor, but that was an impossible dream in those days for a girl from a poor Negro family.

I organize my classes in such a way that my role is more that of director and arouser of curiosity than of dispenser of knowledge or pusher of assignments. I am responsible for having the children learn the material in the textbook, but instead of asking them to memorize page-by-page textbook assignments, I encourage them to read the material, think up their own questions, and find the answers themselves.

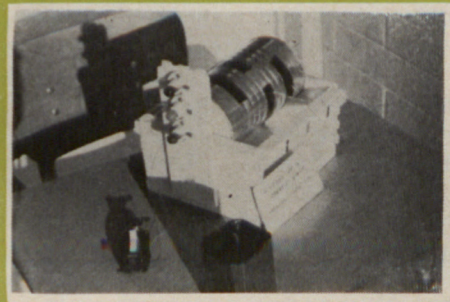
Instead of conducting recitations on the textbook material, I have one half of the class make up the hardest possible questions on a given hundred pages and the other half read those pages with an eye to being able to answer them. Class sessions become exciting contests.

When the children's own interest in a topic makes them want to pursue it in depth, I'm ready to make suggestions about reference material. Sometimes I suggest consulting someone in the community who is an authority on the subject in question. Usually, though, I encourage them to put their own five senses to work. What do they see? What do they hear?

Early in the year, I organize students into small work-study groups on the basis of interests. Within a few days, these groups choose subjects that they will investigate. These projects are an important part of the regular class work. This approach seems to help put across my basic philosophy that each one's preferences, capabilities, and needs are important to me.

Group members may work as a unit on a project of common interest or an individual within a group may work alone on some phase of the group's topic that particularly intrigues him. Usually, I don't place a time limit on projects. Subject matter and the number of students involved often determine whether a study will last a week, a month, or the entire school year.

At the conclusion of a short project, or at intervals during a long one, the individuals taking part report to the rest of the class on their work. In this way, everyone learns something from all the projects. The whole class works with me to evaluate the reports. In arriving at a point grade, we take into consideration such factors as the manner of presentation and



A meteorology display . . . a home-made observatory shown to the teacher . . . a model of a functioning traffic light. . . . Students ardently pursue and display their own science projects, which they write up in the class record daily, as shown in the record excerpt at the right.

1/14/66.

Eric Erickson------Six wks. report on dinosaurs of the Mesozoic, Triassic, Jurassic and Cretaceous Eras. Triassic means 3 or 3-layered rock. Jurassic comes from the Jurra Mts. Cretaceous stems from the Latin meaning chalk. There are 2 main orders and 6 sub-orders of dinosaurs. Showed family tree of dinosaurs with two-footed ancestors all depicted in small models.

Everett McLerran---Six wks. report on the hamster which is the rodent in the same family as the mouse. It is found in Asia and Europe. They can burrow 4-5 ft. below the ground where they build their den of several chambers and with 2 separate entrances. Here they store corn for use in February, when they awaken from their winter hibernation. Exhibited Syrian hamster and upon feeding it showed how it stored food in its pouches.

Virginia Ramiriz---Six wks. report on quartz crystals
Janice Ormsby which can be used in cut-glass jewelry, etc. Showed film on the manufacture of crystals, which unlike natural ones, have no flaws.

Jack Ellis---------Six wks. report on the grunion fish, a small silvery California coastal fish. They swim inland with the tide in February and September. The female lays her eggs in the sand. They hatch 2 weeks later. Exhibited hand-painted pictures of grunions.

1/17/66.

Jane Troy----------Six wks. report on the chimpanzee. Told of Jane Van Lawick Goodall, who went to Africa to study chimpanzees for 5 years. She is at present still in Africa continuing her research.

Mary Weller--------Six wks. report on the "Life of a Star." A star is condensed space gas. High pressure areas form where it cools. It then develops hydrogen which keeps it hot and burning.

1/18/66.

Robin Wright-------Six wks. report on the "oil bird," which was found in the year 1799 by a German. It sends out waves,

how much work has gone into the study. Sometimes students gain extra points by going to fifth and sixth grade classes at the invitation of the teachers and giving their reports there.

To determine term grades for my students, I combine the points they earn by the reports with points earned for short, weekly oral quizzes, presentation of science-related news items, and participation in our question-and-answer contests.

Members of the class take turns serving as record-keeper, with the result that at year's end we have a complete record that summarizes all the projects undertaken that year. This running diary makes fascinating reading. Entries may include topics ranging from space travel to snakes, from hamsters to hurricanes. Reading over some of these diaries makes me remember clearly some of the outstanding projects.

One boy, for instance, had been fascinated by space travel and astronomy since third grade, but had never had the opportunity to use this interest in school. When he was enrolled in my class, he interested several of his classmates in helping him construct an observatory, complete with a plexiglass dome and a telescope, in his backyard. Two girls who had seemed on the verge of becoming school dropouts became so absorbed in the observatory project that their whole attitude about education changed for the better, and today both are succeeding in high school. The observatory? It's still in use, several seasons and many storms later.

We've had other astronomy projects, too. For instance, another student used astronomy to trace the evolution of certain letters of the alphabet.

At the beginning of one term, a boy asked permission to undertake building a computer as an individual project. In three weeks, he made detailed plans for a simple computer and actually completed a working model. He wrote up his experience. ". . . Mine was not automatic, but just simply a basic computer. It was my own idea, and a challenge to me. Nobody forced me. . . . Done at last from hours of tedious work. I knew that I had had to waste time repairing my own mistakes, but now I had finished. I had done something that was totally new to me."

One student was interested in snakes, which abounded on the ranch where he lived. He brought snakes to class in cages he constructed himself. Everyone was fascinated by his reports about snakes and he became quite popular in the group, although in the lower grades his classmates had considered him a bully. At first, this boy based his talks on what he had learned from personal observation of snakes, but he became so enthusiastic about his project that he begged rides on weekends to Tucson to discuss herpetology with professors at the University of Arizona. Although he had been considered virtually a non-reader, he began to read about snakes in the University library.

Another project I remember well belonged to an eleven-year-old. He combined his hobby of photog-

raphy with a study of clouds and weather instruments. After taking over a hundred pictures, he arranged them to tell the story of the formation of a thundercloud.

I encourage students to use the resources of the Sierra Vista area for their projects. Our desert countryside is rich in rock specimens for the study of geology, lizards and snakes for zoology, and plant life for botany; it even offers Indian artifacts for anthropology. A visit to the meteorology offices at Fort Huachuca can be inspirational to a youngster interested in the atmospheric sciences.

For many projects, the students don't even have to leave the classroom. Last year, for example, my classroom was home not only for such ordinary laboratory animals as rabbits, mice, and hamsters, but for an alligator, a boa constrictor, and a pair of gerbils. The students develop a personal interest, sensitivity, and responsibility toward the animals. Watching them grow and seeing them give birth to their young and care for them often leads to easy discussions of reproduction and family life.

I keep my teaching plans flexible enough to let me take advantage of unexpected teaching opportunities. In 1967, for example, we had a weather phenomenon that was most unusual for Arizona—we felt the effects of a hurricane. I realized that this was a chance to teach about weather through a problem-solving approach.

Instead of saying, "Open your books to page 114," I put up a map, showing California, the Southwest, and the Gulf Coast. "Why do you think we're getting so much rain this week?" I asked. The children made guesses—questioned and contradicted each other. They really started to think. Occasionally, I'd throw in a question like, "How will all this rain affect the price your mother will have to pay for lettuce?"

This kind of learning was fun. The youngsters listened to the radio, watched television, and read newspapers to find out all they could about the weather. At the end of six weeks, we opened the textbook and found that we had covered the whole unit on weather and some more.

Four years ago, another natural phenomenon caught the interest not only of the class, but of some parents as well. The Ikeya-Seki comet was due to be visible in Arizona. I told the whole class about it, but assigned comet-watching as homework to only one group of five, who were going to join me in sky watching. When my group met at the appointed spot at 3:30 A.M., we discovered that several other students had prevailed upon parents to take them out on the same mission. For two weeks, we examined the sky every morning. Our vigil attracted public attention. One morning a man connected with the local radio station, on his way to an early morning broadcast, saw us scanning the heavens. "Are you having problems, Madam?" he asked. I explained the purpose of our expedition. He was all interest and when we finally spotted the comet, he let the children tell about their experience on the local radio station. It was an experience worth telling about, for the Ikeya-Seki, discovered in 1965, will not be visible again before the year 2465.

Last year was my fourth at Sierra Vista, and each year has seemed better than the one before. I think it's safe to say they've been successful years—last year, with one seventh grade and six eighth grade classes and 208 students, I had no failures and few discipline problems. I think that part of the reason for this is that the children feel my enthusiasm and the affection I have for them.

Occasionally, someone asks me, "Don't you get exhausted giving individualized attention to 208 kids?" And I always answer, "No, not really, because sooner or later the mutual rewards of these human encounters remind me that I love science and I love teaching and, most of all, I love children. I don't get exhausted combining my three loves." •

Societies usually are destroyed not because of danger from without, but because of weaknesses within. To murder a society one needs only to reduce the opportunities for rigorous self-discipline.

The undisciplined view is illustrated in a fable by the Russian poet Krylov about a pig who ate his fill of acorns under an oak tree and then started to root around the tree. A crow sitting in the oak tree remarked, "You should not do this. If you lay bare the roots, the tree will wither and die." "Let it die," replied the pig. "Who cares as long as there are acorns?"

The disciplined view is illustrated in Arthur Koestler's *Age of Longing*, in which he has Monsieur Anatole say:

"Do you know how long it took to make the Place de la Concorde into that miracle of landscape planning that it is? Three centuries, my friend. . . . To build perfection out of so much ugly detail, you must have a vision that embraces centuries, which digests the past and makes the future grow out of it; in other words, you must have continuity."

—Edgar Dale, *in the October 1968* News Letter, *College of Education, Ohio State University, Columbus.*

THE TEACHERS' ADVOCATE

ROBERT KOWALCZYK, *executive secretary, Warren (Michigan) Education Association; former teacher of English and French, Warren High School.*

"We sincerely—and most firmly—believe that our efforts to become first-class citizens, under the law, will provide a better school system in Warren, for Warren school district children. Somehow, sometime, someone must call out the shortcomings of this school system and its operations and make it the kind of leading educational system that Warren citizens have long indicated they prefer. If not now, when? If not teachers, who?"

—Warren Education Association.

• **These are teachers. They walk picket lines. Among** them are veterans of World War II or Korea, gray-haired women, and mini-skirted beginners. They have a common bond and interest. Aware of the service they provide, they have pooled their intelligence and power. Experts in their field, they question their exclusion from the development of educational policy. They view themselves as the best-qualified persons to make decisions in matters dealing with the classroom. They realize that they have a right to say what salaries and what conditions are satisfactory.

Teachers have not changed; their attitude has. This new attitude affects teacher associations. Teachers are organizing associations in order to achieve results. They are demanding more of their organizations and are revamping or abandoning ineffective patterns of organization. Having an annual tea party is no longer sufficient.

If associations are to be successful, the leaders must adhere to a basic concept—simple yet vital: The overruling influence in an association must be the will of its membership. A prime example of this overruling influence takes place in professional negotiation.

In professional negotiation, associations represent their teacher-members in across-the-table bargaining with boards of education or their duly authorized representatives. The negotiation culminates in a written agreement, a contract which sets forth who teaches, how he teaches, and under what conditions.

Traditionally, boards have assumed prestige, authority, and autonomy. Reluctant to change, they have operated as if the teacher taught in a vacuum isolated from the decision-making process. Because teachers do not go along with these hypotheses, a militant mood pervades the arena of professional negotiation.

The negotiating posture of the Warren Education Association serves as an example. The association's negotiating team, mandated by teacher opinionaire, seeks smaller classes, more planning time, duty-free lunch periods, more clerical and technical assistance for teachers, a clearly defined grievance procedure with binding arbitration, clearly described seniority rights, an improved transfer policy, and more realistic teaching loads.

The WEA bargaining proposals also include revised and updated instructional policies. The association seeks better provisions for disturbed or maladjusted children, more adequate counseling for students, teacher relief from minor administrative and clerical chores, curriculum provisions for potential dropouts, a more direct role for teachers in curriculum change, cultural enrichment programs for students, a larger school role in the development of values and morality, greater diversity of materials in each classroom, more teaching aids, a greater say in instructional budgets, and provisions for usable curriculum guides.

Bargaining proposals such as these lead to a relationship between board and association in which the association is challenging the board's assumed autonomy—its exclusive right to determine all instructional policies. This is an adversary relationship.

The result of this relationship is not chaos, for adversary relationships can be productive and wholesome. A division remains, however. The board's negotiating team reflects the board's views. The association, through its negotiating team, represents the views of teachers.

Negotiation subjects both sides to extreme pressure. Neither side can ignore the other's position and arguments. The proposals lay bare problems: Who is affected? How many are affected? What has been done in the past? Is it proper? Is a change necessary? Is the proposal workable? What is the cost? The adversary relationship forces both groups to point out problems, understand them, agree on basic principles,

Part 1 of the "Special Feature on State PN Legislation" appeared in the October issue. This month's feature is a follow-up and is concerned with local association and individual involvement, and impasse provisions.

and work out the details in contract language. Proposals produce counterproposals which, in turn, produce more discussion and counterproposals until agreement is reached.

Maintaining that the status quo is sufficient, the board's team can refuse every proposal. If the association acquiesces to the refusals, it shuns its obligation. Once aspirations of the members are known, the association must muster its force and reserves to achieve them.

If the adversary relationship is to be productive in fulfilling teacher aspirations, it demands a partisan advocacy of the teacher's point of view. The association must stand behind, support, and argue for each of its teacher demands. If, in the negotiating process, an association considers itself as a mediator—an objective third party reconciling teacher desires—that group loses its thrust and it will lose the serious game of negotiation.

Professional negotiation demands that the association know its members' desires and that it be able to predict its opponent's responses and moves. (*Opponent* is not used lightly here. The better prepared team has an edge. Often, the more determined wins out.)

The board is, as it were, a shopper looking for values. The teachers own the product. Their association sets the price as directed by the collective decision of the teachers. Just as no corporation dares undersell the desires of its stockholders, no association should dare sell the teachers' product for less than it is worth.

The partisan advocacy in behalf of a point of view can best be illustrated in grievance processing, an area directly related to negotiation. If a teacher is discharged and considers his dismissal unfair, he appeals to the association for help. The association considers the facts of the immediate case. Has the board demonstrated that it has just cause for its action? If, for example, it fired the teacher because it expected a performance not properly expected of him, it has no just cause for action, and the association, the teacher's advocate, defends him.

Similarly, the association defends the teacher in cases of too severe or unfair penalties, or when the board has failed to follow proper procedures. Even in debatable cases, as long as a shred of evidence supports the teacher's position, the association is his advocate.

In professional negotiation, teachers select an agent to speak for them. This agent and its spokesmen take on the role of teachers' advocate, just as the association assumes that role when pursuing the right of one teacher. The dynamics of negotiation require that the spokesmen be well charged, that they know what they will set out to attain. Opinionaires, committee work, personal contacts are vital for planning and fulfilling the expectations of members. The contact with the membership and the intense preparation for negotiation help the negotiating team determine what form its prejudiced advocacy should take. The team then plans its tactics with this in mind.

There are alternatives to a prejudiced advocacy in regard to a point of view. Warren tried it all ways. We used to be a teachers' club. Once a year we were guests of the board at a roasted-corn picnic. The superintendent worked with our salary committee. At that time he was the only person allowed to speak to the board. He did his job well. He presented a prejudiced advocacy in behalf of a view—his own and the board's. The teachers received little. Finally, we bade him adieu and tried formal requests, which were tantamount to begging.

At last, we gathered together our thousands of hours of training, experience, and education; organized; and selected a group to speak for us. We made certain that this spokesman group was our advocate. We reasoned that if advocacy worked in litigation and international diplomacy, it should work in dealing with our employer. The Warren Education Association became our advocate.

Teachers in Warren have changed their attitudes. They do not consider themselves public servants; they consider themselves individual practitioners, like lawyers and doctors, who have banded together to promote their own cause.

Obviously, as the attitudes of individual teachers change, the attitudes of associations change. Effective associations are now purging themselves of patterns that do not reflect attitudes of the general membership. They will move forward when the will of their membership has become the overruling influence in all their undertakings. •

MEMBERSHIP-NEGOTIATOR RELATIONSHIP

JACK J. BERTOLINO, *director of field service, New Jersey Education Association.*

• **"Sellout!" "The teachers are being kept in the** dark." "What's that negotiating team doing anyway?" "Why don't we know what's going on in negotiation?"

Accusations and questions like these are sometimes hurled at association leaders during sensitive periods of protracted association-board negotiation. Too often, teachers condemn their representatives for failing to keep the membership fully informed of all issues brought to and argued at the negotiating table. Some even demand a blow-by-blow description of all negotiating sessions, including those inevitable personal antagonisms and disagreements sure to arise.

Some teachers fail to recognize that strategic considerations and good-faith negotiation governs the flow of information to the membership and to the community. To be sure, local leaders must be sensitive to the needs and aspirations of teachers. They must identify the "gut" issues troubling teachers and move forthrightly to correct them.

Teacher involvement and participation is important. In the early stages of contract proposal development, teachers should have ample opportunity to express their views and concerns through surveys, study committees, small group discussions, and other democratic vehicles. Teachers have a responsibility to speak out on those issues troubling them before negotation begins—not after. Questioning an association proposal after it has been presented to the school board impairs the effectiveness of the negotiating team.

Before an association presents any contract proposals to the school board, the proposals should be reviewed, debated, and approved by the membership. Only if teachers have participated in the development and approval of the final contract proposals can they be expected to support them.

Once the membership has reached a decision on a final contract proposal, however, ranks must close. Debating and second-guessing should cease. Teachers need to stand behind their proposals and negotiators.

Make no mistake about it—membership confidence and support make the difference at the negotiating table. Without it, the most militant and persuasive association negotiators can hardly be expected to win new benefits for teachers.

Once negotiation begins, a serious dilemma faces association leaders. They must deal in good faith with the school board while retaining the support and confidence of the teaching staff.

This is not an easy task. While association negotiators are subjected to incredible pressures, the people they represent expect them to perform with skill, imagination, and discretion. Negotiators have to spend long hours away from their families. They must make strategy decisions quickly—without the luxury of careful and prolonged consideration. The press badgers them for statements and the school board may demand unreasonable compromise. A power structure interested only in keeping the tax rate down may very well bombard them with criticisms and threats. Even their jobs and reputations could be jeopardized.

Despite all this, teachers will expect them to produce results. This is as it should be, for such a responsibility rests on all leaders' shoulders. For their part, teachers ought to show support, trust, and confidence in the association leadership during this difficult period. Understanding is needed when every written and spoken word, public or private, could prove critical to success or failure.

As the leadership develops its strategy for negotiation, teachers should ponder the effects of undue publicity on the negotiation process. Here are some items to consider:

1. The process of negotiation is sensitive and complicated.

A comprehensive association proposal usually includes grievance procedures with binding arbitration, class size provisions, salaries, fringe benefits, employment of specialists, teacher assignments, evaluation procedures, transfer policies, insurance protection, innovative programs, and many other items of teacher concern. These proposals cannot be negotiated overnight. To reach final agreement, especially with a first-year contract, will require long hours and many days of intensive writing, rewriting, proposing, and counterproposing.

It is unreasonable to expect instant results. Teachers must exhibit the same kind of patience that negotiators need at the bargaining table. Instead of expecting a report of every negotiating session, teachers

should understand that their association representatives must weigh carefully every private and public utterance in terms of overall negotiating strategy. Informed judgments will have to be made periodically concerning the advisability and timeliness of releasing pertinent information to teachers.

2. Negotiation in public serves no good purpose.

Sometimes a school board will try to divide teachers and to embarrass the association by attempting to force negotiation in public. The board will insist that negotiating at a regular board meeting serves the public and teacher interest because all citizens will have an opportunity to view the negotiation and to see the validity of the board's position. "After all," the board may argue, "we have nothing to hide."

Teachers ought not to fall into this trap, however appealing it may appear. Avoiding good-faith negotiation is a diversionary tactic. This technique usually fails because the association can bring community pressure to bear on the board's position.

3. Real breakthroughs, especially on nonbudget items, take place in periods of calm, deliberative negotiation.

Some teachers consider anything less than continual open conflict with a school board a sign of association weakness. They are mistaken, however. If every disagreement becomes a dispute, teachers waste valuable energies that they should be holding in reserve for those hard-core issues on which a school board shows a complete unwillingness to budge. In any case, if a hard hand must be played, the association leadership should determine the strategy and timing.

4. Unfortunately, association-board controversy is what makes the headlines.

Newspaper, radio, and television reporters naturally look for controversial news stories. An exaggerated version of a tense negotiating session makes excellent copy. An association flier describing specific items upon which the board and association are in disagreement could become a front-page story at just the wrong moment.

Publicity is a critical strategic device that effective negotiators can use with great advantage. They must be careful, however, not to compromise their position at the bargaining table by releasing inappropriate or untimely information.

5. Every effort to divide teachers must be resisted.

At times a school board may attempt to discredit the association negotiators by charging them with bad-faith bargaining. Where no final agreement has been reached, the school board might attempt to short-circuit the negotiating process by circumventing the association representatives and insisting that board proposals be presented directly to the teachers.

In some instances, a school board has actually ordered a mandatory staff meeting to present its proposals for final acceptance by the teachers. Teachers should expose and defeat such blatant attempts at intimidation, which are calculated to divide and confuse them. At these critical times, it is more important than ever for teachers to unite behind their association leadership and reject such divisive tactics.

6. Association negotiators must have the authority to make tentative decisions.

Negotiation is a two-way process of give and take. Narrowing the issues through proposal and counterproposal until total agreement is finally reached is the task of the negotiators and the purpose of the negotiating sessions. Final agreement cannot be achieved unless each party has the authority to make tentative decisions subject to membership approval.

Once association negotiators have received this authority, they need a free hand to make proposals and counterproposals in an effort to reach final agreement. They should not be expected—nor is it good strategy—to report separately to the membership each proposal and counterproposal presented by the board. Faith in their sincerity, judgment, and ability to hammer out a good agreement is essential to their success.

7. Teachers should have the final authority to ratify or reject the negotiated contract.

After negotiation has been completed, the association leadership has a responsibility to hold a ratification meeting for all association members at which the tentatively approved contract should be presented for ratification. After receiving a thorough explanation of the negotiated contract, teachers can raise questions concerning its provisions and vote for its ratification. In this way, association leaders are held accountable to their constituents for the contract negotiated with the school board.

8. Successful negotiation demands mutual trust and confidence between the leadership and membership.

One test of true leadership is keeping the proper balance between an informed membership and the security necessary to implement good-faith negotiation. Association leaders cannot expect enthusiastic teacher support if there have been long periods of silence regarding the progress of negotiation.

From time to time, it may be necessary to issue progress reports reviewing in very broad terms the accomplishments and hurdles experienced by the negotiating team. If and when negotiation reaches a severe impasse, this awareness of the problems faced by association negotiators will prepare teachers for whatever direct action may be necessary and appropriate. The trust the leadership and the membership display in each other can determine the ultimate success or failure of negotiation. •

DEALING WITH IMPASSE

• **Despite the best efforts of the negotiators to** achieve agreement, the parties are sometimes too far apart in their positions for them to reach agreement without outside help. *Mediation* is the term for the first step that is usually taken to resolve such persistent disagreement.

Mediation is the effort by a third and disinterested party to bring the two interested parties in bargaining to a voluntary agreement. The responsibility of the mediator is to reestablish negotiation on a productive basis—not, certainly, to decide who is right or wrong. Wisdom in selecting a mediator increases the probability of successful mediation of the disagreement.

In many states, the negotiation law provides for mediation through a state agency. In other states, a mediator may be chosen by whatever process the parties have agreed to use. The procedures of the American Arbitration Association (AAA) have proven to be quite satisfactory.

The AAA panel of arbitrators is made up of people with skill and experience in resolving disputes. Frequently, these are far more important qualifications than the mediator's knowledge of the public schools and education. The local association can avail itself of the experience of the NEA Division of Field Services when making a decision about a third-party intermediary.

Mediation is essentially a continuation of negotiation under the control and supervision of an impartial and experienced third party. The mediator tries to stimulate counterproposals, compromises, and concessions by bringing up new ideas, by suggesting new combinations of compromises and concessions, and by serving as a vehicle for communication regarding extremely delicate points. He may use a variety of techniques but, in almost every situation, he will finally deal with the two negotiating teams by placing them in separate rooms and then serving as a go-between.

The mediator will look for signs of willingness to compromise—in any way, on any part of the issue—and may even suggest the basis for compromise. From time to time, he will try to ascertain how the association's team would respond if the board were willing to propose a new compromise. The likelihood is that he is dealing with the board's team in the same way.

If he is an experienced mediator, he will not violate either team's confidence but will use the data that he collected while meeting with one side to negotiate new compromises from the other.

When the mediator believes that he has arrived at either a partial or complete resolution of the difference between the parties, he will try to persuade one of the teams to make a formal proposal to the other and will bring the two teams together once again for this purpose. If the parties have been honest with the mediator and the mediator has been honest with both teams, this proposal will probably result in agreement or further meaningful negotiation between the two teams.

This description greatly oversimplifies the process of mediation. In truth, it may go on for several days, allowing only short intervals for participants to eat and sleep. A good mediator is very skilled in keeping the parties together until they have adjusted their positions to accommodate negotiation or until he feels that reaching an agreement is impossible.

Consideration of the above discussion should make one point very clear: The association that hopes for successful mediation must carefully choose the time for involving a mediator. Chances for success are far better if the mediator is involved when it first becomes apparent that continued negotiation between two parties will not produce agreement. When the relationship between the negotiating parties has degenerated to a sustained and hostile debate and the respective teams have assumed final hard-line positions, mediation holds little promise for resolving the dispute.

Currently, many people are confused about the difference between advisory arbitration or fact-finding and binding arbitration. Also, some confuse the arbitration of a grievance problem with the arbitration of a negotiation dispute. While the NEA unequivocably advocates binding arbitration of grievances, that is not the topic of this discussion. The points that are made in this section do not necessarily apply in a like manner to grievance adjustment.

While it is entirely possible for the parties to agree to submit certain negotiation disputes for the bind-

ing decision of an arbitrator, as a general rule they do not do so. Advisory arbitration or fact-finding, on the other hand, has proven to be a helpful means for resolving negotiation impasses.

In fact-finding or advisory arbitration, each party presents its case to a disinterested third party or fact finder. This is done through a format which the fact finder establishes. Generally, in the course of a series of meetings or hearings each party presents whatever testimony and exhibits are deemed necessary to convince the fact finder that its position is more reasonable and correct than that of the other party. Once the fact finder has received all of the facts he believes to be pertinent, he stops communicating with the negotiating teams and writes his report. This will include his recommended settlement along with the findings of fact and the reasoning which led to the recommendation.

It is usually quite helpful for the association to prepare a statement of position for the consideration of the fact finder. Such a statement should set forth the question that is before the fact finder and a brief, logical, rational account of the reasoning that has led to the position the education association has finally decided to take.

The preparation of a position paper serves a two-fold purpose. The association representatives will find that they are forced to get down to a kind of bare-bones examination of the real issues instead of relying upon emotionalism for their arguments. Once the issues have been reduced to their core, it is much easier to decide what evidence should be introduced to back up the arguments to be presented. The other purpose the preparation of a position paper serves is that of helping the fact finder write his report. If the reasonings are sound, they will often find their way into his work.

Many forms of fact-finding are in current use. Most common of these are the three-man panel and the one-man fact finder. When using the three-man panel, the association appoints one representative, the board of education appoints one representative, and these appointees select a third person, who will serve as chairman for the fact-finding panel.

Experience with negotiation in public employment has lessened the enthusiasm for the three-man panel approach to fact-finding. When compared to a one-man fact finder, the three-man panel has many disadvantages but few demonstrable advantages. Therefore, local associations are well advised to press for an appeal procedure which calls for only one fact finder.

While the work of the fact finder may be less demanding and less delicate than that of the mediator, the issuance of a recommended settlement has enormous import to the local association. Therefore, extreme care must be exercised in selecting the fact finder. In the absence of an established state agency, the American Arbitration Association is a good source of qualified arbitrators. Each local leader should make himself familiar with the services available from the AAA.

If the local association was adequately prepared for negotiation, fact-finding hearings will not necessitate extensive additional preparation. However, if the local association has not been working closely with affiliated state and national associations, it should immediately contact these organizations. They can be of great assistance in the selection of an arbitrator and in the organization of the presentation to the arbitrator.

The arbitration procedure is judicial in nature, and the proper presentation of evidence can make a significant difference. The advice of one experienced in the arbitration process—a representative from the state association or the NEA and/or a carefully chosen attorney—can greatly increase a local's opportunities for success.

The association representative is not supposed to be an objective student of a problem, but rather the prejudiced advocate for a point of view. The association's team will present all of the evidence which might serve to persuade a fact finder to rule in the association's favor. The fact that the association is involved in arbitration indicates that it has an adversary who opposes its effort. The association needs to take care not to introduce material that serves to the adversary's advantage.

—**William E. Stiles,** *salary and negotiation specialist, and* **Edward L. Robran,** *salary and negotiation specialist (Mountain Region Field Office), Division of Field Services, NEA.*

EVERY TEACHER'S RESPONSIBILITY

• **In this day of aggressive teacher efforts, teachers** are involved in demands for recognition, representation elections, contract negotiation, impasse proceedings, or procedures to resolve a critical grievance. Each of these is a minor crisis when it develops routinely. When its satisfactory resolution requires a major sanction, however, the strain increases. Every teacher needs to be prepared for such a circumstance. He must be aware of his responsibility as an association member—sensitive to the contribution that only he can make.

The first ingredient in any successful concerted action is the willingness of the individuals to commit themselves to group decisions. The local association is not a vague third person but an organization of living, breathing teachers that provides the opportunity to pool money, energy, and ideas for maximum impact. It is a device through which individuals who share a community of interests can make collective decisions.

Teachers organize for mutual protection, for maximum impact on their institution, and for the enhancement of their professional and economic security. When individuals commit themselves to the group and the group commits itself to the individuals, then the group can act in such a way as to provide greater benefits, protection, and impact for each individual. Effective action of this sort is impossible if the group deserts the individual or if the individual deserts the group. Each member must recognize the importance of supporting the organization that serves him.

Each teacher can contribute to the satisfactory solution of a dispute by aligning himself squarely behind the position of his association. The association's position results from a majority determination, and a crisis is no time for personal sour grapes. Solidarity is more important than an individual's emotional involvement in a current issue. Halfhearted support severely limits the best negotiator, and at times the good-faith efforts of teacher-negotiators do not avert an impasse.

Collective negotiation is based on the principle that the employer-employee relationship is more orderly when the employing board negotiates with teachers through their exclusive representative. It is almost impossible for an employer to strike a bargain that satisfies each employee if he must deal with those employees individually. Neither can the employer make a deal that accommodates competing groups of employees.

If the employer is to deal with his employees, he must assume that the exclusive representative truly represents all the employees. Further, he must assume that an agreement reached through collective negotiation with the representative organization and properly ratified by it is, in fact, an agreement with the total teaching staff. Conflicting individual voices outside of the orderly decision-making process of the representative association challenge the foundation of collective negotiation and collective action.

Solidarity contributes to the negotiated settlement of a dispute for a second reason. The lessons of the past few years make it clear that professional concern is no longer passive. Professional dedication now involves a willingness to assume personal and professional risk when necessary. Teachers intend to negotiate solutions to their long-standing professional and economic problems. Professional complacency in the face of inadequate school programs is gone.

Professional responsibility has been translated into an active commitment to build more responsive school institutions.

Many, many school boards have not learned these lessons. Some boards harbor the hope that the collective will of the teachers can be split, that teachers cannot sustain a prolonged confrontation. Dissident minority groups and uncommitted individuals feed this false hope. Teachers who bolt the party line in times of duress encourage a board to believe that prolonged recalcitrance might deliver it from the need to negotiate. This makes the requisite and inevitable negotiation more difficult than necessary and increases the likelihood that negotiation will fail.

When one views the relationship between local leaders and local members, the importance of loyalty to the local association as an ingredient in negotiation success looms larger. In most cases, the president and the other leaders are full-fledged colleagues—non-salaried, volunteer workers with no greater vested interest in achievement than the other teachers. Their obligation to volunteer for the responsibility of leadership is no greater than any other individual's. Al-

most without exception, they differ from other members only to the extent that they are willing to accept some major responsibility for the advancement of group interests.

Members must consider the leader's situation as they decide their personal positions in regard to sustained group action. Unlike others, the leader does not enjoy the luxury of a limited, first-person point of view. He has to base his recommendations on what is best for teachers collectively and individually, and what increases the strength of the school program.

Further, while the president has a responsibility for policy recommendations and executive decisions, the policy-making authority is vested in the members and is exercised through some constitutional process. This means that group decisions direct the activities of the leader. He articulates a collectively determined point of view. While an individual can change his position if he has a change of heart, the leader is bound by the will of the majority. Only strong member commitment to group decisions can protect the leader from personal blame for collective decisions. Directed by many and committed by many, the leader must also be supported by many and defended by many. Each individual shares this responsibility for support and defense.

When a leader's constituency is not demonstrably committed to achievement and change, his voice is a lonely one meriting little attention. The leader's voice is a compelling force and a heavy influence, however, when he is supported by a constituency demonstrably committed to achievement and change. An articulate and aggressive spokesman is desirable, but a united and aggressive membership is essential.

Regardless of the nature of a dispute between two parties, certain fundamental dynamics obtain. No meaningful negotiation will take place if either party can dictate the terms of a settlement with impunity. Neither will meaningful negotiation take place unless each party sees an advantage in reaching an agreement or sees some disadvantage in the lack of agreement.

It is apparent that teachers in many communities must restructure their relationships with the employing board so as to make meaningful negotiation possible. Further, it is apparent that, when the chips are down, each teacher is in fact a vital influence.

Collective negotiation is here—and it is the result of, rather than the cause of, new attitudes and the concomitant adjustment in power relationships. Local associations that are geared for successful collective negotiations and, when necessary, collective, concerted action have adopted the following principles and have acted in accordance with them:

1. The dispute to be acted on involves a group goal established legitimately through the orderly, democratic decision-making process of the association.
2. The leadership makes a good-faith effort to resolve the dispute through responsible negotiation.
3. The leadership maintains full faith with the membership. Members are advised of pending decisions regarding concerted group action.
4. Either directly or indirectly, each teacher has an opportunity for meaningful participation in the decision-making process.
5. Each member has been informed of the pertinent decisions and the respective responsibilities for leaders and members.

Beyond this, success is a function of the conviction and solidarity of the membership. Meaningful support is personal alignment with these principles:

Local school boards do not have the right to make unilateral decisions on policies which affect teachers. Men exchange their work for compensation when the interests of the two parties agree. Teachers have a right to organize and to negotiate collectively the conditions of that exchange.

The organized profession selects its own leaders and spokesmen. No external agent has a right to interfere in that process. Any individual who assumes that he is the professional leader by reason of any process other than an internal selection process is a pretender and is not authorized to speak for the profession.

Teachers, by reason of experience, training, and a critical role in the execution of policy, are a legitimate participant in the policy-making process. Teachers are the best authority on the policies which govern their professional practice, and the *only* authority on those wages, hours, and conditions for professional practice that are satisfactory to them.

Teachers need not accept whatever conditions are imposed on their professional practice. They have organized to preserve their professional integrity and to impose reasonable control over their destinies.

Teachers do not apologize for their economic and professional self-interest. Individual teachers, the teaching profession, and public education desperately need greater economic and professional security.

Teachers insist that professional dedication and responsibility are not passive. A sufficient measure of power must be demonstrated responsibly in order to bring about a responsive controlling board. To withhold this support is to assume responsibility for any resultant failures for the group effort.

—**Terry E. Herndon**, *assistant director, and* **Kenneth Law**, *salary and negotiation specialist, Division of Field Services, NEA.*

ONE A PENNY, TWO A PENNY

THOMAS E. ROBINSON, *chairman, Department of Secondary Education, Rider College, Trenton, New Jersey.*

• **I had never paid much attention** to my son's homework until the night I discovered that he was a moron! I had always assumed that he was a typical boy. He had never been acclaimed as a scholastic wizard, but then he was only in the third grade, and I doubt that even Shakespeare made his mark in the world at such an early stage.

So I was unprepared for the shocking discovery that grew out of an innocent request for help with an arithmetic exercise.

"I'm having trouble with the problem, Dad," he said. "The teacher said you might be able to help me."

Mathematics, as you know, is my strong suit. You probably have read some of the articles I've published in this field. Moreover, I have the reputation of being an excellent teacher. So it was with a feeling of utmost confidence that I said, "I guess together we ought to be able to lick it, Son. What is the problem?"

"It's about pencils, Dad. I'll read it. 'If you can buy three pencils for 5¢, how many pencils can you buy for 10¢?' "

"Surely you can answer that, Son," I said. "What answer did you give?"

"I thought 'five' might be the right answer, but the teacher said it was wrong. So then I thought it might be 'four.' The teacher said that was wrong, too. I can't seem to get the answer she wants."

What was needed here, I told myself, was a simple, clear review of the proposition. Calmly ordering my best teaching tactics, I went to work. Still the correct answer was not forthcoming. Again we tried. And again. Horror was rising in me. My son *was* a moron. I could *not* get from him the correct answer although I did everything but whisper "six" in his ear. Finally, in desperation, I asked: "Why can't you solve this easy little problem? Are you really trying?"

"I guess it looks easy to you, Dad. But I can do it in so many ways, and I always get different answers. Look, the problem says I buy 'three pencils for 5¢.' I could buy two 2¢ pencils and one 1¢ pencil. Or I could buy a 3¢ pencil and two penny pencils. For 10¢ I could buy three 3¢ pencils and one penny pencil, but the teacher says 'four' is wrong. Or I could buy five 2¢ pencils, but that's wrong too. Or I could buy three 2¢ pencils and four penny pencils. But 'seven' doesn't seem to be the answer. I just can't do it, Dad. I get a lot of answers, but the teacher marks them all wrong. I guess I'm just dumb!"

Quick as a flash, my horror changed to pride. Deep, exciting pride. I had a genius in the family, whose only handicap was a moronic father who wrote arithmetic textbooks.

In the full flush of that pride, I hugged him, and I said, "You tell your teacher the answers you have. Tell her again tomorrow. And just watch her eyes light up! And tomorrow night you tell me what she said."

Wednesday I came home early and sat awaiting my genius son, anxious to hear the admission of a discomfited teacher with a decidedly altered conception of my namesake's ability.

"What did she say, Son?" I asked, as he entered the door I opened for him. I should have guessed his answer, though, for his gloomy face was an unmistakable giveaway of her reaction.

"It's no use, Dad. The teacher marked all of my answers wrong. She gave me a zero and said she didn't see how I could pass arithmetic this month."

Instinctively, I dug into my pocket and gave him a dime. "Don't worry about it any more, Son. Go buy yourself a treat."

He started out the door, already looking a bit happier, ticking off the endless combinations of flavors, the infinite range of colors, all sold at the corner shop where they advertise "Candy—3 for 5¢."

I settled back in my chair, also feeling happier and strangely secure. Today's children were answering yesterday's questions with tomorrow's answers. I must have dozed, for I dreamed of a young Quixote tilting the exact sciences—with a licorice stick. •

Iran's Tent Schools

• **Imagine a school, any school. Then, take away** the desks, stairs, water fountains, principal's office, cafeterias, buses, and finally the building. What do you have?

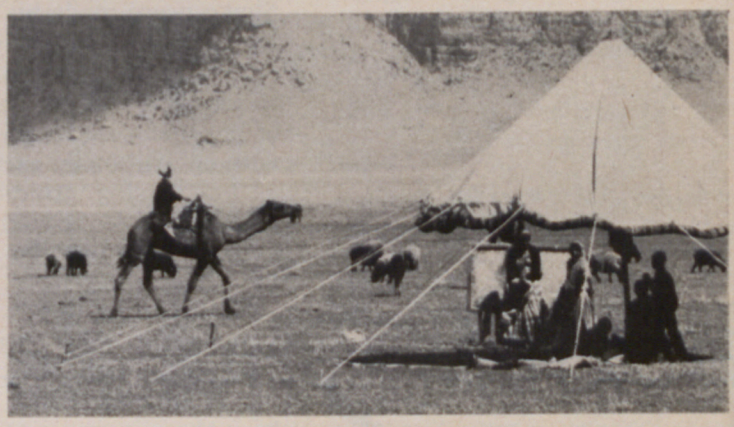
For the children who are a part of the 400,000 nomads who live in the mountainous areas of southern Iran, what you have is one of about 375 round white tents which can be folded up and moved, along with teachers, books, and blackboards, on a moment's notice.

In existence now for some five years, the tent school system has provided the first formal daily education for these nomadic tribes. It serves more than 12,000 children, aged 6 to 13, who travel with their families as they move their animals to and from seasonal pastures.

The first idea for a movable school came in 1945 when Mohamad Bahmanbegi, son of the Khan of Amalel, finished his law degree at the University of Tehran and returned to his tribe to tend the family's sheep business.

Appalled by the absence of any educational facilities, he set up a school for his tribe. Still unsatisfied, he visited the United States to study the public school system. At that time, the Agency for International Development was initiating a technical assistance program with Iran. And, on the condition that Bahmanbegi would provide teachers, the United States in 1953 began to supply tents and textbooks. Three years later, Iran opened its first formal teacher training program, the Tribal Normal School, with 60 trainees.

The tent school has been received with great enthusiasm by the nomads. Today, the system is run entirely by Iran. U.S. assistance was so successful that AID terminated its work with the program in November 1967. Total U.S. investment in tents, textbooks, and other supplies was about $100,000. •



The nomadic Ghasghai tribe roams the plains of Iran as they have for centuries. In the last few years, however, something new has been added —tent schools that are packed onto camels along with other belongings each time the tribe moves to a new grazing spot. Students attending the tent schools are taught traditional as well as practical subjects. Most can recite poetry from the works of Omar Khayyám or solve a geometry problem, but one of the main objectives is to teach the children Persian, the national language.

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports contained in Educational Testing Service Annual Report, 1966-67, *and* Trends and Practices in Secondary Reading, *recently published by the International Reading Association Research Fund.*

What has recent research shown about the value of programed learning in teaching slow learners?

Jacobs of ETS has pointed out that the idea of breaking teaching down into many small steps and arranging some means whereby the student moves ahead only as each step has been mastered—has had a profound effect on educational planning. This approach has been shown to be particularly effective with retarded learners, and programed instruction has been hailed as a means of solving the educational problems of developing countries.

A project directed by Jacobs has explored the use of programed instruction in schools in Tel Aviv and Jerusalem. Special mathematics programs were developed for fifth grade students who were identified as culturally deprived (mainly Asian and African Jews) and for ninth grade vocational high school students. American programed instruction in mathematics was also translated into Hebrew for use with sixth grade students.

Evaluation of the programs showed that the classes taught by programed instruction definitely learned more than those taught mathematics in the usual way with conventional texts.

What have the latest studies of the Head Start program revealed?

At the request of the Office of Economic Opportunity, ETS carried out an extensive study of the Head Start program in the summer of 1966. Children in the program were studied to obtain a picture of their abilities and were tested for gains in these abilities; their teachers' backgrounds were studied; the interaction of teachers and children in classrooms was observed and the nature of their activities recorded; data on facilities and resources of Head Start centers were compiled; and parents of the children were interviewed.

Among the findings were these highlights: Although still scoring relatively lower on the Stanford-Binet intelligence test than would be desirable, Head Start children showed gains beyond what could be expected for the short time of the program (generally eight weeks). They also showed gains on measures of social behavior and general information that might be expected of preschoolers. In general, their teachers were prepared and experienced, and classroom activities seemed valuable.

Especially interesting was the reaction of parents to the program in this national sampling. Over 90 percent felt that Head Start had made a difference with their children, and almost all (97 percent) said they would "do it again," that is, send another child to Head Start.

Additional studies of Head Start are under way.

What does research say about secondary-school reading programs?

Certain conclusions and generalizations can be drawn from various studies:

A reading program should have sufficient breadth to provide for the needs of all students—the reader with handicaps who reads below his potential; the reader who can read but who has never discovered the pleasure or importance of reading; the average, normal reader who is in need of continuous, sequential growth toward increasingly higher levels of maturity; and the mentally accelerated who needs to have the opportunity to apply his competencies to challenging content.

It should also make provision for all areas of reading growth. These include needed basic competencies in word perception and comprehension, in vocabulary and language enrichment, in critical thinking and analysis based on reading, in techniques and procedures required for effective study, in increasing rates of comprehension, and in developing broad interests and sensitive tastes for reading.

The program should involve all staff members whose teaching area requires reading and study. The responsibility for a program with breadth and scope cannot be turned over to one person or group of persons. Frequently it is assumed that, because the English teacher is a teacher of language, the full responsibility for organizing and conducting a reading program should be in his hands. But the English teacher ordinarily is no better trained to teach reading and study skills than is the history teacher and, if he had training, it would be to teach the reading of literature and not the reading of science, mathematics, or social studies.

The teaching of reading within the context of the subject matter area holds promise as an approach to instruction. It is here that reading and study procedures may be directly related to the demands of the particular area. Reading objectives and purposes, contributing as they do to effective study, may be taught and used in a functional manner. The vocabulary of the particular subject and the specialized study skills needed in the different subject areas may be taught directly as needed rather than in a general study course or unit with the expectation that they will be transferred automatically as needed to a particular subject area.

Subject teachers have been reluctant to assume responsibility for teaching the reading-study skills characteristic of their area for several reasons. Apparently preservice training courses have failed to include content dealing with the competencies needed for effective reading in science, mathematics, or history. Teachers have also assumed that the teaching of reading was something added to an already overloaded course outline rather than an inherent part of the teaching process—a *way* to teach rather than *something* to teach. Studies indicate that if teachers are willing to try and have adequate help and supervision, they can effect reading improvement in their pupils.

Researchers have both stated and implied that regimentation of instruction in a given content area is one of the major barriers to the solution of the reading problem on the secondary level. Teaching the same content, from the same text, by the same method to a heterogeneous group of students without regard for their learning rates, their levels of reading, and their unique interests can hardly be productive of maximum attainment, regardless of how that attainment is measured. From at least one study, it seems evident that although teacher training courses have led students to expect a wide range of individual differences in any class, they have failed to show how instruction may be differentiated to meet the diverse needs of individual students. Clearly, those responsible for organizing both pre- and in-service training performances have the responsibility for performing their stated functions more adequately.

Several of the studies indicate the relationship between reading ability and measured achievement in the various content areas. Vocabulary and level of comprehension appear to be particularly significant, while study skills also contribute to academic achievement. However, effective reading and study in each subject area clearly require the use of certain abilities related in varying degrees to that particular area. •

LOCAL ASSOCIATIONS OF THE MONTH

Ithaca Teachers Association, New York

Members: 420
Office: Ithaca High School
Staff: One secretary
Dues: $15 a year with $5 assessment if necessary

Scarsdale Teachers Association

Members: 320
Dues: $15 a year

Negotiation Opens Doors

• **Formal negotiation opens new doors to teachers** and gives them an opportunity to change what needs to be changed. When members realize this fully, an association takes on a new and more vigorous life. This was the testimony given independently by two associations in New York, where the right of teacher groups to negotiate has been enacted in the "Taylor Law."

Ithaca Teachers Association

Serving in a university city, this association makes high demands upon itself by maintaining an all-inclusive structure while it negotiates. The only members of the school staff who are excluded from membership in order to meet the requirements of the law are the chief administrator and his "central office staff." All others, including the building principals and department heads, function in the association.

The agreement between the Ithaca Teachers Association and the board, which became effective on July 1, 1968, gives the association exclusive recognition as bargaining agent for the teachers of Ithaca; provides for continuing membership in the association with payroll deduction of dues; and reaffirms many school policies, ranging from a strong statement on academic freedom to provisions for closing school on snow days.

In many respects, winning this contract formalized existing relationships between the board and the association. Representatives of the association had met with the board informally for the past eight years. Now the contract provides for the association's Education Policies Committee to meet at least once a month with the superintendent and with a board member invited by the superintendent to discuss "all matters of professional concern." These include "current school problems and practices, common goals and problems, long-term plans, strategy and philosophy of education, and the administration of the agreement."

The hope is that this interaction will stimulate innovation in the school system and curriculum as well as develop many items of teacher welfare.

With the adoption of this agreement, members realized, perhaps for the first time, that teachers can use group action to change what they do not like.

They seek, for instance, to modify a formal curriculum, which was designed for the college bound but must also serve the upward bound. They seek greater financial support for the school system. They hope to take strong leadership in the human relations area. They are becoming involved in the legislative programs of state and national associations. Engaging in these activities does not mean the association will minimize teacher welfare in the future. To gain the contract, the association sacrificed some salary goals, and rapid improvement in this area must come if members are to continue to see the contract as meaningful.

The success of the association thus far seems to result from the active involvement of both teachers and principals. The functions of policy making and management for the association are vested in a single body made up of 33 voting members and 13 nonvoting ones. The former include the six officers and 27 representatives from the buildings; the latter, representatives from special leadership groups and committee chairmen.

The Executive Committee selects from its membership a negotiating committee which is representative of the organization. From this larger negotiating committee, three members are chosen to serve on a negotiating team that includes the president and first vice-president of the association. This team, which is charged with developing the negotiating package, makes great effort to keep close to the members. Before negotiating the present contract, the negotiating committee distributed questionnaires to members and analyzed the returns; held open hearings in schools; and listened to the testimony of more than 100 members. The committee relied on faculty representatives to sensitize them to the attitudes and desires of members. The president, who has released time for association leadership, spends considerable time visiting schools to talk with members. The association uses its own publication to present issues to members.

This involvement enables the Executive Committee and the negotiating team to set priorities and develop their proposals in such a way as to conceal their hand

from the public while retaining the confidence of members.

The association has the will to make the all-inclusive structure work. Members recognize themselves as a part of a professional team. They feel they have more interests in common than areas of disagreement. Principals recognize that they need a strong association just as classroom teachers do. In the New York pattern, their board of education seeks to remove them from tenure while they are principals and to keep them on a flexible salary arrangement. Divorced from the association, they would have little protection.

Both groups admit that the day might come when principals and teachers would disagree over the provisions of the salary schedule and that this might be the rock on which the association could founder. They believe, however, that good staff relationships carried into each faculty in an atmosphere of mutual trust will prevent this. So far, they have worked out their differences amicably within the association. The association also recognizes that the contract sets the minimum professional level of activity for members. For instance, the contract puts limits to the school day. Leaders hope that teachers will regard these as a floor rather than a ceiling and define professionalism in part as a continued effort to rise above the contracted minimums.

Scarsdale Teachers Association

When the leaders of the Scarsdale Teachers Association meet in one room, the atmosphere tingles. They generate a sense of excitement out of their own intellectual strength, out of their stimulation of one another, and out of the reflected energy and enthusiasm of the members they represent.

This group serves a New York City suburb containing beautiful homes inhabited by "beautiful people." The average teacher's salary in Scarsdale is above $12,000 a year. Teachers quickly point out, however, that the average family income in the community is several times that. The school system attracts well-educated young teachers with high leadership capacity.

At one time relatively passive, the association is recognized today for its political activity, and it takes an active role in supporting candidates for contested seats on the board of education.

A factor in the association success is continuity of leadership. Officers all serve a two-year term. The president, who is the spokesman for the association, must be on tenure in the Scarsdale system.

A second factor is leadership training. For several years, the association has held workshops for leaders away from the school setting. In these workshops, they use state and national staff members and draw on the colleges and universities in the region.

A third factor is the spontaneity with which members react. Whenever two or three of them recognize a problem, they form a committee and go to work, so that issues and suggestions for solutions are constantly flowing to the leaders, whose responsibility is to set priorities and establish directions.

The association is governed by an Executive Board composed of the six officers and 21 faculty representatives from the seven schools. This group has regular meetings three times a month.

Each building faculty has a building unit committee which is composed of one building unit chairman, plus the elected members to the executive board from that school. They develop building meetings, "which are not just another faculty meeting," discuss problems, and pass along their conclusions to the Executive Board. Communication is also established through publications.

While generally there is no released time for association activity, during leadership conferences the officers and one representative from each building have substitutes on Friday, other leaders join them on Saturday. Perhaps the term *leader* is a misnomer in Scarsdale because the association has 13 regular committees on which approximately one-third of the members serve.

One of these committees deals with curriculum. It meets weekly and is open to any member at any time. Evolving a new, horizontal approach to curriculum, the committee seeks to find ways of relating and reinforcing learnings in different subjects. A Professional Development Committee explores ways for teachers to improve their professional competency.

Last year the association became aware that members live in a white ghetto in this beautiful community. The leadership conference, "Focus 1967-68," was devoted to gaining understanding of its responsibility in civil rights and human relationships, with a particular focus on the suburban teacher in a multiracial society. Members recognized a need for training themselves in these areas and for recruiting both black and white teachers to the system. This has now become a part of their program emphasis.

The term *professional* as used in Scarsdale is not a goody-goody word. It signifies that the whole range of education is the teacher's concern. As small groups get together and explore their concerns, ideas spread and plans emerge. Negotiation, which the association won before the passage of the Taylor Law, began to open doors to accomplishment. Teachers feel their dignity is increasing. They are convinced that they can be "professional."

Their professional activity has proved rewarding. For 1968-69, the association negotiated an average salary increase of $1,300 in addition to the scheduled increment. They are proud of the part their delegates played in the representative assemblies of NYSTA and NEA in developing a new policy statement on academic freedom. In addition to the fringe benefits commonly enjoyed by teachers, Scarsdale educators have the privilege of sabbatical leave on full pay for study, travel, or creative activity. Five of their members are now enjoying this source of self-renewal.

To all teachers, then, these two associations offer the prospect that professional negotiation is the key to a brighter tomorrow.

—John H. Starie, *director, NEA Division of Affiliates and Membership.*

INTERACTION BRIEFS

ROLE PLAYING

This year TODAY'S EDUCATION *is carrying a monthly series of "Interaction Briefs" aimed at presenting sensitivity-training techniques to teachers. They are prepared by staff members of the NTL Institute for Applied Behavioral Science (formerly National Training Laboratories, a division of NEA, and now an autonomous organization associated with NEA). Howard Lamb, program director, Center for Development of Educational Leadership, NTL, is the author of this month's Brief.*

The Briefs are designed for use by a wide range of ages and in a variety of school situations.

• **Role playing is a forceful technique** for helping children understand themselves and others and an excellent means of teaching interpersonal and group skills. In addition, it can enrich the study of persons of distant times and places and bring the characters of literature to life.

The biggest payoff from role playing comes when it is put to work on real classroom situations, such as finding how a fight emerged, why a group failed to follow directions, or how the class representative can best present an idea to the student council. Although many teachers are familiar with the potential value of role playing, they feel too uncomfortable in the director role to make full use of it. For that reason, this month's "Interaction Brief" presents a series of steps designed to help both teacher and class develop role-playing skills.

As a first step, teachers unfamiliar with the introduction of role playing might begin by asking students to put themselves in the place of figures they are studying. When a teacher asks, for example, "What feelings do you think Columbus had that moment when the queen finally agreed to support his venture?" he is introducing an essential component of role playing: identification with another person or role. When a class discusses a character's feelings, the subject becomes more real, and the students realize that they can use their own emotions as a guide to help them understand the feelings of others.

Asking students to take the parts of characters in a story or historical situation adds a second dimension of role playing. Once the situation is chosen, the actors take a few minutes to adjust themselves to their roles; then the action begins. When the teacher-director senses that the students have achieved a peak of involvement, he stops the action and opens discussion of the scene.

First the role players tell how they felt in their own roles and what they felt about the other players; then the rest of the class joins in to discuss their observations. Questions like, "From the way Joe acted, how do you think Abraham Lincoln felt in that situation?" and "How did Joe seem to feel when Mary reacted the way she did?" will highlight the emotional aspects of the interaction.

Although we all know that emotions affect the way we relate to one another, we often overlook their influence. Highlighting them brings this important part of behavior into consciousness.

The third step, developing characters within the context of a social studies unit, introduces a deeper level of participation by calling for a more personal contribution from the students than does recreating a specific historical or fictional character.

For example, children learning about Eskimos might act out the scene in which the men of the village are returning from a successful hunt. The class develops the cast of characters—the leader, two or three followers, several village women and children—and selects the players. Then groups of two or three can help each actor develop his role.

The director sets the scene and begins the action, which may continue until it reaches a natural close or until the actors seem to be losing steam. In other cases, the scene might be stopped when it has gone far enough to generate material for a class discussion. As in the previous case, discussion can begin by centering on how each player felt when cast in the role he played. Later, it can move to more general interchange about life for each kind of person in the village.

A background of experience in directing role-playing situations like those described above should prepare the teacher for the fourth step, which is to improvise a role-playing scene in response to something that happens in the classroom. Here is an actual illustration from a first grade room:

During a reading session conducted by a teacher aide, John was increasingly restless and preoccupied. His book was always open to the wrong page, and he concentrated more and more on the pictures he was drawing on his trousers. When the aide tried for the fourth or fifth time to capture his attention, he responded sharply. The aide was about to retaliate when the teacher, who had been observing, intervened.

The teacher suggested that the group role play for the whole class what had just happened in this small group. Everyone agreed, including John. The incident was reenacted, with John playing the part of the aide while a classmate played his part. John managed to include certain peevish qualities in his excellent characterization of the aide and the classmate reproduced John's behavior with precision.

After the action and the initial comments by and about the actors, the teacher asked the class to talk about why John had behaved as he

did. The discussion included speculation about John's mood this morning and its origins. Some suggested that he had had a fight with his brother before school, others, that he hadn't had breakfast. (The teacher noticed that some of these ideas applied more to the persons presenting them than to John.) The aide's mood and its possible origins also came up for discussion. Some children noted that she seemed more irritable than usual this morning.

The conclusion was that John had not been ready to read and that the aide had been less accepting than usual. Both participants accepted the analysis. The air was cleared, and John, the class, and the aide had new insights.

In a fifth stage in role playing, which can be called class-centered, the class determines the problem, establishes the situation, and casts the characters in terms of their own inside- or outside-the-classroom concerns. After the initial role-playing situation has produced some insight into the problem, the participants replay the situation so that they can become more confident in managing the particular problem.

Role playing can be an excellent classroom technique for understanding ourselves and others in the roles we play and for practicing interpersonal in-group skills. It is important to remember that role playing is useful in dealing with a distinct group of problems involving human relations. Many other procedures serve to meet the educational requirements of various group situations, and it is wise to reserve role playing for situations where it is really required.

Role playing as used here is synonymous with sociodrama, not psychodrama. In the examples, no one has been asked to play himself or to become so personally involved that personal and private feelings could become the primary focus. Psychodrama is better left to a trained therapist.

Role playing in the classroom can be enriched and varied as the teacher and class become more practiced and confident. With experience some will want to build new structures for getting at specific problems. Such ideas as the use of alter-ego techniques (where a second person expresses what he believes the other is thinking) and of coaches for the actors are described in the literature of role playing, but many classroom groups will be able to invent these adaptations in relation to their own specific needs.

The basic role-playing technique offers excellent opportunities for developing the inventive abilities of any group as well as increasing human relations skills and insights. •

References:

Chesler, Mark and Fox, Robert. *Role-Playing Methods in the Classroom.* Teacher Resource Booklets on Classroom Social Relations and Learning. Chicago, Ill.: Science Research Associates, Inc., 1966. 86 pp.

Levit, Grace and Jennings, Helen Hall. "Learning Through Role Playing" (Tool Kit). *Adult Leadership* 2: 9-16, 5; October, 1953.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to: Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Jeff Do?

It was the only thing Jeff had ever stolen in his life, and he did it so quickly he hardly had time to think about it.

His class had been studying relics of the American past, and the school's collection of Indian arrowheads was on display in the room. Every day Jeff stood before the arrowheads, thrilled to his fingertips as he thought of how, hundreds of years ago, real Indians had actually held these arrowheads in their hands. Perhaps they had been used to bring down buffalo or deer. Jeff wished that he owned an arrowhead to keep in his room and to hold in his hand while he imagined what it was like centuries ago in this country.

One morning while the students were milling around in the classroom before the bell, he noticed that one of the arrowheads was lying on the floor beneath the exhibit table. He stooped to pick it up, and suddenly, realizing that no one was watching him, he slipped it in his pocket instead of putting it on the table and went back to his seat.

His heart pounding, he looked around, but no one was paying any attention to him. He was safe. Even if the teacher discovered that the arrowhead was missing, she certainly would not search everybody. Anyway, there were eleven arrowheads left; it wasn't as though he had taken them all.

He opened his book as the bell rang, but instead of reading, he began thinking of reasons that justified what he had done. The school owed him something, he told himself. Just think of all the things he had lost here. There was the time he put a dime in the candy machine in the basement and nothing came out. And what about the pencil he'd loaned Miss Conway that she never returned? What about his quarter that he lost somewhere on the playground? What about the time the teacher got the milk orders mixed up and gave him plain old white instead of chocolate?

When you added it up, it probably came to a lot more than an old Indian arrowhead was worth. He was just getting something back for all the things the school owed him, that's all.

His heart continued to pound, though, and the arrowhead in his pocket felt more like a big boulder weighing him down. There was still plenty of time to return it, and probably no one would see him do it. But he had got it this far and was reluctant to give it back. Wasn't it really his, in fair exchange for the other things the school owed him? Or was it? What should Jeff do?

Thoughts To Think Aloud:

1. Do Jeff's "reasons" for keeping the arrowhead hold up?
2. Why does Jeff need such excuses?
3. Can dishonesty become a habit?

The Education of the Educational Secretary

MARGUERITE E. FITCH, *president, National Association of Educational Secretaries, an NEA department.*

• **In keeping with today's trend to** raise standards within every profession, the National Association of Educational Secretaries is attempting to improve the educational level of its members.

The demand for professionally educated secretaries is on the increase. School boards, school administrators, teachers, and the lay public realize that the position of the educational office employee is a strategic one. Qualifications for such positions include a capacity to learn, competency in office skills, an awareness of new trends in office procedures, and an understanding of educational trends and innovations. In other words, the educational secretary must be a professional.

Realizing this, the NAES offers a voluntary certification program for secretaries called the Professional Standards Program. Those who qualify must be active in the association, meet certain educational requirements, and be experienced in office procedures. The Program is becoming recognized as one of merit, and in some areas a PSP certificate means an extra salary increment.

For many years educational secretaries have sponsored their own workshops and seminars on topics ranging from office skills to school law. Increasingly, such workshops are being cosponsored by local school administrations, state departments of education, state education associations, and community and state colleges.

In Eugene, Oregon, last year, secretaries worked with Lane Community College to develop and promote a program for educational office personnel. Classes were conducted in American government, secretarial problems, and business machines. One hundred and twenty-five educational secretaries attended sessions three hours a week for ten weeks, concluding the course with a two-hour examination. This program was spearheaded by Evelyn McKenzie, secretary to the superintendent of the Lane Intermediate Education District (Oregon). She reports that a course in supervision, set up for this school year, was a sellout. Secretaries who want to be certificated through the NAES Professional Standards Program can receive college equivalency credit by taking these courses.

In New Jersey, school secretaries recognize their need for knowledge in such areas as school budget and finance, school law, and teacher certification. Under the sponsorship of the New Jersey Association of Educational Secretaries and with the approval of Commissioner of Education Carl Marburger, in-service courses have been offered in 11 schools. These are also applicable to the NAES Professional Standards Program.

In some areas, schools are introducing degrees in secretarial science with specific emphasis on courses for educational secretaries. Wisconsin State University, Whitewater, now offers a bachelor of science degree in secretarial administration with such an emphasis. David Goodman of the University and the NAES were instrumental in setting up this four-year degree program. And on Long Island, the local association of educational secretaries is helping to establish a tentative, two-year course that will culminate in an associate degree in secretarial science at Nassau Community College, Garden City, New York. The course will be available in the fall of 1969.

The Long Island Association of Educational Secretaries is also developing a pilot project to submit to the New York Department of Education, outlining criteria for legal certification of educational secretaries. Certification will be based on the associate-degree curriculum at Nassau Community College. This program eventually is expected to be available in other community colleges throughout the state of New York.

All signs point toward the continual rise in importance of the educational secretary as a member of the education team. Her investment in continuous education is her assurance that she will be able to fulfill that role. •

ANNOUNCING A NEW TRAVEL TREAT . . .

FUN ON A FREIGHTER

• **The NEA Division of Educational** Travel is offering a new travel treat to NEA members—the opportunity to be one of a small group of passengers on an ocean freighter. Five delightful cruises are scheduled for the summer of 1969.

Both short (24 to 26 days) and long (47-day) cruises are available, with ports of call in the Caribbean and South America, and with sailings from New York, New Orleans, and San Francisco/Los Angeles. Passenger accommodations are spacious, comfortably appointed cabins with private baths. Every stateroom has an outside view and open-air ventilation or air conditioning.

The package price of the short cruise may be as low as $500, depending upon the accommodations desired. This price includes the cost of meals, which passengers have with the captain and ship's officers. Family groups are accommodated, with special rates for children. The baggage allowance is ample.

Cruise itineraries vary. Short cruises, which are limited to Caribbean ports, include calls at north coast ports of South America. The longest cruise offers the greatest variety of experiences, with ports ranging from tropical Panama, Colombia, and Ecuador to temperate Peru and Chile. The ships follow no precise schedule and do not always call at the same ports, since cargo carrying is their chief business and they must go where the work is.

Cruise participants may be as active or as luxuriously lazy as they please. Shore excursions will be arranged at many of the ports. Passengers who choose to remain aboard will be able to sit in free deck chairs while they superintend the work of cargo handling.

Time in port is limited to the period required for cargo operations, sometimes only a few hours, so the cruise is an on-the-go experience, with new sights and sounds practically every day. The interesting activities of a busy cargo ship provide entertainment day after day.

More detailed information about freighter cruises may be obtained from the NEA Division of Educational Travel. Deposits, required to hold a reservation, will be accepted as long as space is available. •

OR WOULD YOU RATHER FLY?

• **Picture yourself winging along** with your family aboard a jet aircraft bound for Europe, or perhaps Hawaii. An impossible dream, without substance? No. In the last two years, special reduced-price flights available to NEA members have enabled between two and three thousand persons each summer to enjoy dream vacations that would otherwise have been financially impossible.

The special fares cut the cost of air travel in half. On the least expensive flight, one may fly from New York to Amsterdam and return for $216. Prices of flights on other dates and prices on longer flights, Chicago to Amsterdam, for example, are slightly higher.

The European flights are particularly helpful to teachers who, for some reason or other, perhaps because they wish to spend the summer in overseas study, do not wish to purchase a package tour.

The special two-week "Enchanting Hawaii" tours also include visits to San Francisco and Las Vegas. They are package tours including deluxe hotels, sightseeing, transfers, transportation by luxury jet planes, and a number of meals. The very low prices of the tours are: $477 from Chicago, round trip, and $499 from New York, round trip.

Stringent rules with regard to date of membership govern the eligibility for participation, so membership dues should be paid early in the year by those who expect to participate in a tour during the subsequent summer. Those rules are set up by the airlines and the Civil Aeronautics Board as are the regulations about acceptance of family members. Generally, only the spouse, dependent children, and parents who reside with the eligible NEA member may participate.

The special jet flight arrangement is only one portion of the offerings of the NEA Division of Educational Travel, which operates an extensive around-the-world tour program.

For details of this program see the annual publication, "Windows on the World." •

SEEING THE WORLD AS IT IS

EARL E. HENDERSON, *administrative assistant to the president, Shepherd College, Shepherdstown, West Virginia.*

• **The teacher who shivers as he** stands at the equator in Ecuador's high Andes Mountains may very well recall that he, like many others, has helped perpetuate the generalization, "It's hot at the equator." His plight is an example of the inadequacy of textbook-limited knowledge.

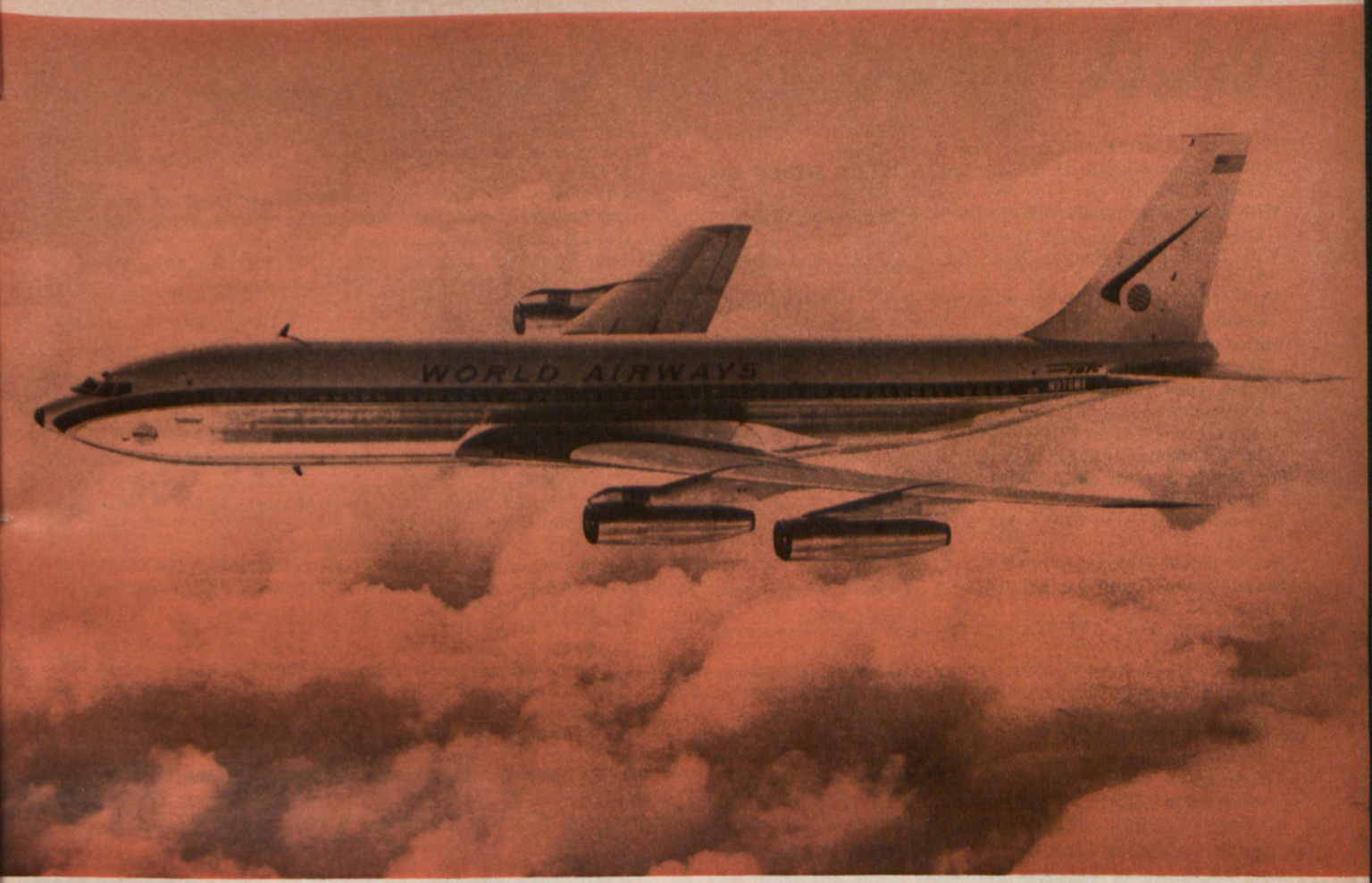
In the past, straight teaching from a textbook was an acceptable method of instruction and the teacher could excuse himself for perpetuating textbook-founded misconceptions. Recent research, however, shows an increasing realization by both teachers and administrators of the teacher's responsibility to verify, through personal travel experiences, the concepts he teaches about other lands and other peoples and about this country's role in world affairs.

In response to a research questionnaire I sent out in 1967, 871 teacher-travelers rated travel as contributing more to their professional growth than their postgraduate course work, their professional reading, their in-service education experiences, or their instructional supervision.

Teachers of such subjects as foreign languages and the social studies pointed to improvement in specific subject-teaching skills. Teachers in general reported that travel had dispelled some misconceptions they had held previously and that the background information they acquired through travel increased their confidence in their professional capability.

Survey participants reported that their travels had increased their social status in their communities and gained them added respect from their students. Those who had taken Association-sponsored tours said that they had gained confidence in the professional worth of teachers' work through the satisfaction they found in the companionship of their professional colleagues.

Many teachers said that the physical renewal and mental relaxation they received from their summer travels carried over into the school year, and that their teaching was sparked with new vitality.



Respondents commented enthusiastically on the way travel can free teachers from subservience to the textbook. They reported that textbooks became valuable supplementary aids to their own firsthand knowledge. In the teacher-travelers' own words:

"Students say they find firsthand accounts more interesting."

"I now realize that textual material is almost superficial at times."

"You learn many things you cannot learn from books."

"My travel has helped me to see that even the newest texts color the truth."

Other teachers spoke of how travel experience can supplement their subject knowledge and help them to improve their teaching techniques or develop new ones.

"Seeing aids understanding, and understanding from firsthand experience makes more realistic classroom presentation possible."

"I have a much better understanding of what I am supposed to teach in history and geography, and I have acquired all sorts of information to pass along to my students."

"Travel has shown me that emphasis in the teaching of geography should be on people."

Some teachers commented on the value of travel for building a fund of general knowledge. "My travels have helped my students to become more aware of the different customs, countries, languages, and religions of the world," wrote one teacher.

Many of the teacher-travelers mentioned that travel caused them to gain in compassion and in willingness to accept cultural differences.

"Travel has given me more faith in other countries," one teacher phrased it.

"Travel has intensified my desire to keep an open mind," said another.

Since teachers' attitudes do much to determine what their students' attitudes will be, it is possible that the teacher, traveling on his own time, and usually at his own expense, will contribute to an ultimate climate of opinion in which the welfare of man is the core value.

Travel helps teachers to view their subject matter and their world with clarity, to face up to their jobs with enthusiasm, to acquire and practice new teaching techniques, and to communicate to their students an attitude of respect for the peoples of other nations. Surely, then, teachers have a responsibility to travel. Administrators have a duty to promote teacher travel by encouragement and example and ultimately, it is to be hoped, by direct subsidization of travel expense. •

NEA TOURS IN CAPSULE

WESTERN EUROPE (All from New York City)

With Scandinavia GE-1*, GE-2*, GE-3 6/15-7/28, 6/22-8/4 and 7/6-8/18 $1,463

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With Ireland and Britain GE-6*, GE-7*, 6/29-8/7 and 7/6-8/14 $1,250

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Scandinavian Highlights NT-1 6/24-7/30 $1,535

Scandinavian Highlights NT-2 7/1-8/6 (Western Ill. U. sponsored) $1,535

Photography Tour APT 7/20-8/11 (Arizona State sponsored) $978

Young at Heart EYH-1*, EYH-2* 7/6-8/6 and 7/13-8/13 $880

Young at Heart EYH-3*, EYH-4* 7/1-8/7 and 7/9-8/14 $940

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TRANSPORTATION ONLY (Europe on your own): 13 charter flights from 6 major Eastern cities, on third cover. Group flight space starred above*. Prices: $283 on GE-1, GE-2. All other flights $265.

EASTERN EUROPE—SOVIET UNION—MEDITERRANEAN (from N.Y.C. unless otherwise indicated)

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Major Highlights of the Soviet Union R-1 7/9-7/30 $925

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5 Hawaii Charter Tours HT-1,2,3,4,5 See third cover

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CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

• **I was teaching a night school class in public speaking** for adults. One evening, a woman student made a speech attacking the practices of the PTA at the elementary school her children attended.

"The PTA is supposed to stand foursquare against all forms of gambling," she said. "I'd like to know why it is that the school my kids go to has a giant carnival every year, with penny-pitching, Bingo, and so forth. They always say the PTA is sponsoring it to buy playground equipment or some such purpose, but if it isn't gambling, I don't know what is!"

The speaker sat down and another woman asked for the floor. "I'm president of the PTA at my children's school," she said. "We have an annual carnival too, but none of us think that games like Bingo are really gambling, especially when the money goes for a good cause."

The next speaker changed the subject, but after class the first mother approached me. "I'm serious about this," she said. "I want to protest the gambling. I've been taught all my life that gambling is wrong and that even in a good cause the end doesn't justify the means. What can I do?"

I counseled discretion. "Why not write a letter to the principal of your children's school? Tell him about this discussion tonight, and ask for his opinion. It might be that the whole approach needs to be thought through."

She agreed, and I forgot about the matter.

But three days later I was called to the office by the night school principal. He was apoplectic.

"Man, haven't you got enough to do teaching day school and night school without trying to run the whole school system? Why in heaven's name did you send that woman over to Hillgate School to complain about gambling? The Hillgate principal went to the superintendent to complain that you were trying to interfere with the way he runs the school. The superintendent called me and said that it's up to me to chew you out."

And in a few thousand well-chosen words, he did. He said that I had no right to try to impose my morals on the whole school system. "You're hired to teach, not to get involved in social protest movements," he wound up.

In vain I tried to explain that the mother had acted on her own. She had taken my advice only in that she had made her speech on a subject she felt deeply about.

My principal was adamant and insisted that I never again was to let a subject be discussed in such a way as to imply criticism of the school system. I knuckled under, but I've wondered since whether I should have stood my ground. Should I have rebelled against the unjust accusation? Should I have protested that the principal's edict violated my academic freedom?

Consultants' Comments

Anna Mae Burdi, *supervisor, adult basic education, Ferndale, Michigan.*

How unfortunate that we in education, who are concerned with communication, should be so inadequate in communicating with each other.

This teacher has done a disservice to himself and the teaching profession by not stating his rights, as he sees them, and standing his ground. The rights of the adult students are involved here, too. If adult schools do not provide an atmosphere for open discussion and criticism of our society, then what institution is ready to accept this challenge?

Adult education means becoming involved with people. We don't have to become involved with each problem they present, but we had *better* become involved with helping them seek acceptable solutions to these problems, whatever they are.

I can find no fault with the teacher's counseling of the parent—in fact he did the administration a favor by helping this woman vent her anger in an acceptable manner. But, I do find fault with the administration. If I were this teacher, I would certainly let each member of the administration who was involved know my feelings concerning the role he played in this incident.

The principal of the elementary school should welcome all opportunities to be informed about parents' feelings. Every principal is a public relations person for his district. Here was a real opportunity for this principal to outline how the PTA operates. He could have explained that those *active* in the PTA make the decisions about the organization's programs and that if this parent became an active member, she would have the right to influence the kinds of money-making projects to be held in the future.

If the principal was still disturbed about the parent's question, a call to the night-school teacher might have proved far more fruitful than a call to the superintendent. Certainly, the former was closer to the situation.

I can only question the actions of a superintendent who judges an incident after hearing only one side—then instructs another administrator to do his "chewing out" for him.

I must also disagree with the night-school principal's handling of the incident. After hearing about the situation thirdhand, he didn't even bother to ask the teacher, "What happened?" A teacher has the right

to expect support from his principal until such time as it is proven that he has acted unprofessionally.

Here is a perfect example of an administration that doesn't analyze situations—that cannot accept questions and criticism—and a teacher who "knuckled under" when he should have spoken out. In this case, insecurity instead of judgment, motivated reactions.

Mary Harbage, *division of education, Wright State University, Dayton, Ohio.*

I don't believe a teacher should tell others what to do; that is not his role. When asked, "What can I do?" by a student, a teacher might better counter, "What have you thought of doing?" One of our deep-rooted educational problems is that the traditional teaching role is seen as one of directing students, of telling them what, when, and how to do something, rather than of letting them take a major role in solving their own problems and directing their own education.

However, in this case, the teacher made a suggestion and the student followed his advice. In short order, three administrators became involved in the question—and each of them acted in a way that compounded the problem.

At the point the Hillgate principal was contacted, it might have helped if he had remembered that it is best to direct an inquiry to the person or group most immediately concerned—in this instance, the PTA. Instead, he turned the question over to the superintendent. Really now, was this such an earthshaking problem that the superintendent had to be bothered with it?

And what of the superintendent's reaction? He must be an insecure individual not worthy of his leadership role. If an educator is faced with carrying out an unpleasant task, he is wise to do a bit of investigating, make some considered judgments, and resist the temptation to tell someone to do his job for him.

That defensive night school principal evidently knows little about human relations or he would never have been talked into "chewing" someone out, nor would he have become apoplectic. It's too dangerous a state. Furthermore, he badly needed some basic understanding about communicating, such as the fact that a few quietly spoken words are much more effective than a tirade.

His ultimatum that the night school teacher never again permit a discussion that might imply criticism of the school system attacks the very basis of individual freedom. All of us are involved in our society; we are and must be a part of our times. Teachers are no exception. In an education textbook written many years ago by Hockett and Jacobsen, the authors urge teachers to enter the "main stream of life." They point out that, unlike Moses, teachers should enter the Promised Land with their students. And while doing so, they are expected to act and speak thoughtfully, displaying sound and mature judgment. •

CURBING EAGER READERS

• **What thwarts children's curiosity for reading?** If the job hasn't already been done at the kindergarten level, the teacher only needs to:

1. List words on the board or chart for preprimer work and force children to move mentally from one word to another as he points with a "discipline stick," expecting the children to pronounce the words one after another until the list or the children are exhausted (whichever comes first).

2. Expect all children to read with equal or nearly equal skill despite the fact that four times more boys than girls are poor readers.

3. Continue to keep down the quantity and quality of books in the self-contained classrooms. The pupil who moves annually from one class to another will soon find it fruitless to go to the reading corner.

4. Fail to check carefully what children are reading in addition to class assignments; above all, do not appear interested in the books they bring in from other places.

5. Try never to relate the books in the library to the units and projects initiated in the classroom. Moreover, keep all units confidential and out of the librarian's view.

6. Shelve all books in the central library according to grade. This keeps a bright child in grade three from reading beyond his level.

7. Place all students into appropriate, neat little compartments (i.e., slow learner, culturally deprived, handicapped, etc.). The attitude of the teacher in itself does much to influence the child's feelings toward himself and can affect his learning.

8. Provide the curious child with the usual method of reading instruction that is administered uniformly to the whole class. Seek no new avenues for him. During independent reading experiences be doubly sure that he, too, reads silently. Filmstrips, tape recordings, programed materials, and the like may be his learning fancy, but disallow these techniques and devices.

9. Do everything in the reading period by schedule. Use no novelty approaches in the teaching act. Teach one way of reading every day, all year long. This makes for a neater classroom anyway and prevents curious minds from becoming cluttered up with loose-fitting ideas.

10. Seldom ask a curious child to read anything controversial. He may thrive on debate.

11. Ask the bright youngster to read silently the chapters in his textbooks and then answer questions 2, 4, 6, and 8 at the end of all chapters. To kill time and personal initiative, have him write out both the question and the answer.

12. Let children read only for school purposes. Make sure that school purposes do not mix with life's purposes.

—**R. C. Bradley,** *associate professor, Department of Elementary Education and Psychology, North Texas State University, Denton.*

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The following insert is between pages 76 and 79. It was included in the total page count, but its pages were not numbered.

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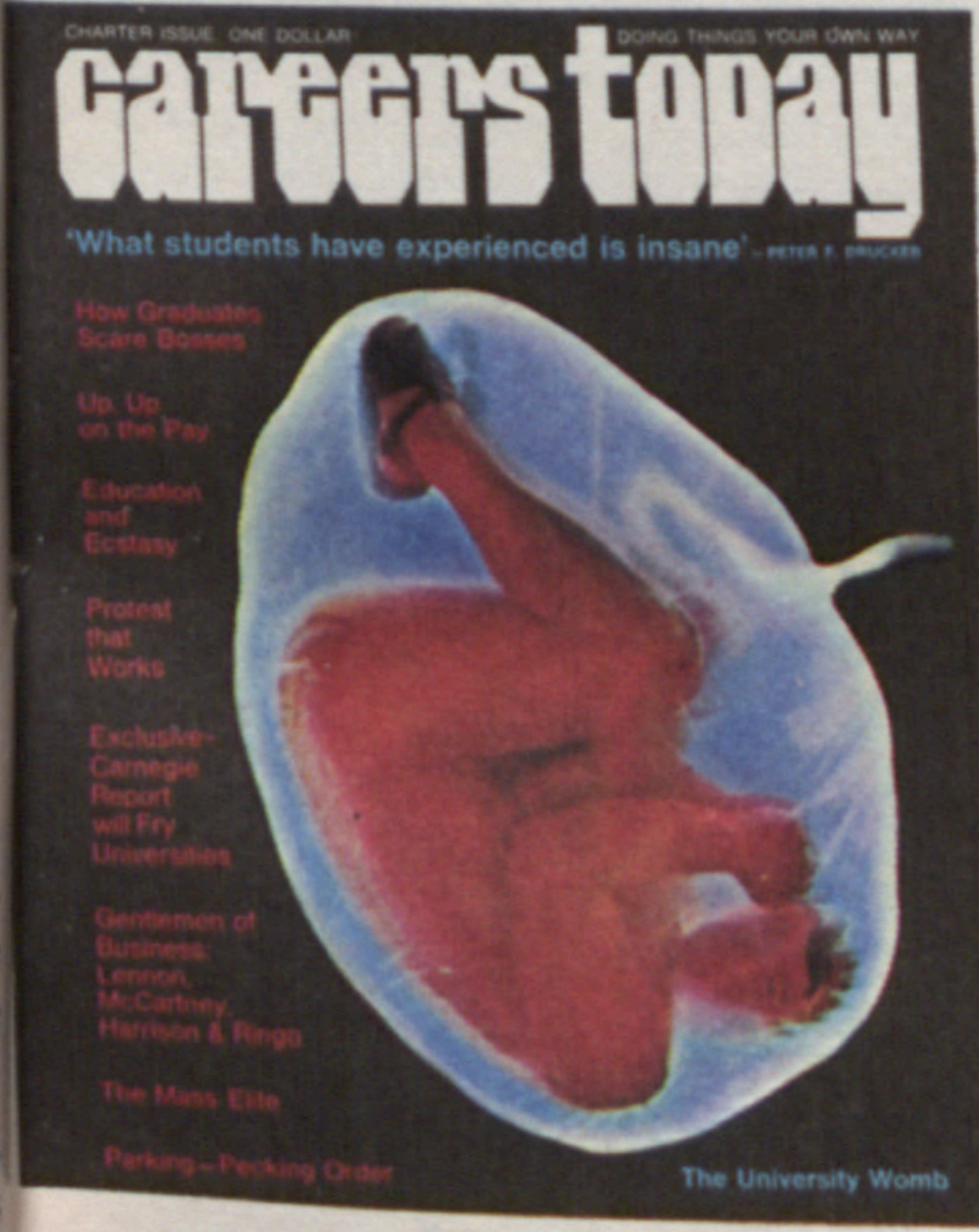
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NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and its units.

The Black Student on Campus (#1). Vol. 32, No. 2, Winter 1969. A look at a black college, the disadvantaged group as a whole, black power, and some events in which black and white students participate. 48 pp. $1.25. Stock No. 596-17118. National Association of Women Deans and Counselors.

Campus Recreation (#2). Issues and problems of campus recreation, including administration and organization, facilities, student participation and leadership, financing, responsibility, professional leadership and training, and effective coordination. 96 pp. $2. Stock No. 246-07978. American Association for Health, Physical Education, and Recreation.

Code of Ethics Poster (#3). Text of the Code of Ethics of the Education Profession, 1968 revision, in poster form, suitable for framing, 17" x 22", 2-color. Single copy, 10¢ each; 2-9, 9¢ each; 10 or more, 8¢ each. Stock No. 208-06038. Committee on Professional Ethics.

Curriculum Decisions ↔ Social Realities (#4). Contains published speeches given at the 1968 Annual ASCD Conference. Comments on the social forces that are molding or blasting the schools and suggests ways of directing these forces. 120 pp. $2.75. Stock No. 611-17770. Association for Supervision and Curriculum Development.

Developing Administrative Leadership (#5). ERS Circular No. 6, 1968. Describes 29 school-system-sponsored internships for teachers aspiring to administrative positions. 44 pp. $1.50. Stock No. 219-21458. Educational Research Service.

Guide for Programs in Physical Education and Recreation for the Mentally Retarded (#6). Gives guidelines and suggestions for developing new programs in physical education and/or recreation for the mentally retarded, or enriching and expanding those already in existence. 48 pp. $1.25. Stock No. 246-07972. AAHPER.

Health Education in the Elementary

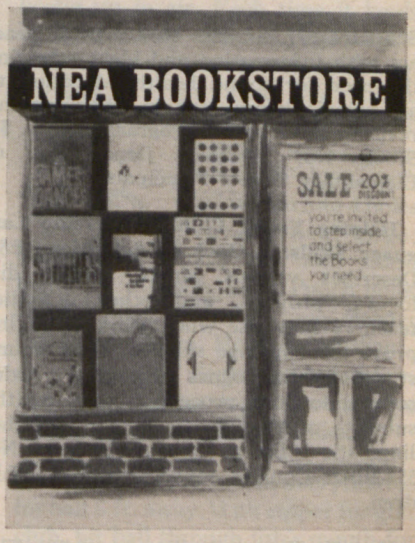
THERE'S STILL TIME TO SAVE 20 PERCENT

The November issue of TODAY'S EDUCATION featured our once-a-year discount offer of selected NEA publications. You've still got time to take advantage of this offer; in fact, the coupon reprinted below is good until February 28, 1969. Entitled "NEA BOOKSTORE," our offer appeared on pages 55 through 62 in November. NEA and Student NEA members may obtain a 20 percent discount on the items listed in that feature by enclosing the special coupon below with their order. If you don't have the November issue, borrow a friend's copy or look up the feature in a library copy to determine which publications you want.

"NEA BOOKSTORE" describes more than 100 of our most popular publications. Included are titles relating to philosophy and theory, teaching techniques and media, subject areas, research, adult and higher education, special problems, public relations, and professional development.

Available at a discount for the first time are some 40 new titles. *Early Childhood Education* (ASCD), *The New Elementary School* (ASCD), *Family Life and Sex Education in the Elementary School* (EKNE), *Computers: New Era for Education?* (NSPRA), and *Educating the Children of the Poor* (ASCD) are among others that would make excellent additions to your bookshelf.

Please note that the coupon below is good only for those publications listed in our feature on pages 55 through 62 in the November, 1968 TODAY'S EDUCATION.



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Mail to: Publications-Sales Section 79, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

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School (#7). Articles that provide readers with information and ideas stressing the need for sound health education to aid principals and staff in reviewing and revising their health program. 104 pp. $1. Stock No. 186-05562. Department of Elementary School Principals.

Helping Young Children Develop Language Skills: A Book of Activities (#8). Describes various games, stories, dialogues, projects, and other activities teachers may use when working to improve the language skills of their young students. Catalogues activities under communications processes based on the subtests of the Illinois Test of Psycholinguistic Abilities. 144 pp. $2.75. Stock No. 551-21042. Council for Exceptional Children.

How To Use an Oscilloscope (#9). The latest publication in NSTA's "How To . . ." Series. A comprehensive guide to an increasingly important laboratory instrument which has many demonstration possibilities in the classroom. Explains the controls and how to use them to create different wave forms. Includes many drawings and photographs and a bibliography of further sources. 16 pp. $1. Stock No. 471-14572. National Science Teachers Association.

Internships in Teacher Education (#10). 47th Yearbook, 1968. Includes both a theoretical conceptualization and an historical review of the development of internship, as told by people deeply committed to and involved in internship programs. 228 pp. $4.75. Stock No. 860-24468. Association for Student Teaching.

Issues and Alternatives (#11). Reports on the Fifth National NEA-PR&R Conference on Civil and Human Rights in Education that dealt with equality of educational opportunity as affected by public school personnel policies. 20 pp. 50¢. Stock No. 161-05028. NEA Center for Human Relations.

Kinesiology Review 1968 (#12). Contains articles on electrogoniometry, computer-aided analysis of human motion, the longitudinal study of young athletes in Oregon, kinesiology applied to gymnastics and to engineering, and a review of the literature on flexibility. 70 pp. $1.50. Stock No. 245-07974. AAHPER.

The Role of the Resource Consultant in Special Education (#13). Chapters by different authors on the resource consultant's role in the fields of mental retardation, visual and hearing impairment, emotional disturbance, speech correction, the gifted, special learning disabilities, and the physically handicapped. 127 pp. Cloth, $4.95. Stock No. 551-21030; paper, $3.50. Stock No. 551-21028. CEC.

Special Education and Programs for Disadvantaged Children and Youth (#14). Compilation of papers delivered at a conference of the same name. Contributors include James J. Gallagher, Samuel C. Ashcroft, Dorothy B. Carr, Norris G. Haring, and Mamie Jo Jones. 131 pp. Cloth, $4.50. Stock No. 551-21038; paper, $3.50. Stock No. 551-21036. CEC.

Success of Young Adult Male Retardates (#15). CEC Research Monograph. Answers questions concerning the effects of habilitation training, the personality and cognitive attributes of successful male retardates, and the factors upon which their success depended. 118 pp. $3.25. Stock No. 551-21040. CEC.

"We've Promises To Keep . . ." Toward Equal Opportunity (#16). Record of NEA's expanding role in programs for minority groups. 20 pp. 25¢. Stock No. 161-04946. CHR.

What's New in Language Arts: Composition (#17). A leaflet that describes interesting new techniques for teaching composition. Examines these techniques, then discusses current research at university curriculum centers and describes works published as a result of these studies. 8 pp. Special discount: 1-10, 2¢ each; 11-20, 15¢ each; over 20, 10¢ each. Stock No. 282-08864. Elementary-Kindergarten-Nursery Education.

Free Materials

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Code of Ethics of the Education Profession. 1968. Text of the Code in bulletin form. 4 pp. 1-99 copies, free. Stock No. 201-06028; additional copies, 3¢ each. Stock No. 201-06040. Committee on Professional Ethics.

Help Erase the Question Marks. A combination postcard and "out to lunch" card, describing the Committee's new Specialist Consultant Service. Stock No. 101-03462. Citizenship Com.

This Is School Nursing. Latest career leaflet covering a description of school nursing, duties of and preparation for school nursing. Single copy free, 2 or more 2¢ each. Stock No. 244-07900. AAHPER.

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and zip code.)*

Reading for Pleasure

Many junior high students have an aversion to reading—especially those who do not read well. To try to combat this attitude in my students, I stopped assigning book reports and set aside one class period each week for individual reading for which I give no grade of any kind.

During this period students read books of their own choice, with no obligation to finish any book unless they want to. While they read, I move around the room answering questions, helping with difficult words, and discussing any points the students raise.

After they grow accustomed to reading in class, they start keeping personal records. Beside the author and title of each book they indicate whether or not they read the entire book. Students progress to the point at which, upon finishing a book, they write a sentence telling one thing they liked or disliked about it.

Under this system some students are reading an entire book for the first time in their lives. Many, I find, begin to read during study halls and homeroom periods instead of merely gazing around as they used to do. They start asking if the classwork can be finished before the period is over so that they can read their library books.

In view of the fact that previously many of these students had read as little as possible, I feel that for them to learn that reading can be fun as well as informative is a great step forward.

—Carolyn B. Head, *teacher of seventh grade English, Jonesboro (Georgia) Junior High School.*

Transparency Color

Are you tired of having the same clear background on your transparencies for the overhead projector?

After you have mounted the prepared transparency in a frame, tape a piece of colored cellophane onto the back so that it covers the entire transparency.

Now your design can appear on a bright red, blue, green, lavender, or yellow background—and very economically, too.

—Karen Schmadeka, *teacher of seventh grade language arts and social studies, Sacajawea Junior High School, Lewiston, Idaho.*

Project X

Startled by a sudden burst of laughter, I looked up from my desk just in time to see several students scurrying out the door and into the hall. Brought to earth and understanding by laughter in the corridor and chuckles in the classroom, I glanced sheepishly at my hands. Sure enough, I had been biting my nails, of all disagreeable habits! My more observant students had promptly left the room —their privilege whenever I flunked my "Project X."

Project X was born one day during a class discussion of man's inhumanity to man. My favorite definition of a good character (or good personality), "just a collection of good habits," evoked great interest and launched us into a discussion of such habits as losing one's temper, prevaricating, crying, and, naturally, biting the fingernails.

We decided to begin trying to develop good habits; but, first, to try to kick our bad ones. For each individual, Proj-

(Continued on page 82)

SUGGESTIONS
we hope prove useful.
By Chauncey Mobberly.

FUN
MAKING THESE GAMES
from bottle and jar cardboard lid liners.

It's fun to make and also to play this game. Here is an interesting craft experience and fits in with counting and tabulating. Both girls and boys like this and can bring lids from home.

Frog Flip—Into metal cup in frog's back, flip a marble. Players take turns, flipping further away from frog each turn. 1 point for putting marble in cup; game is 5 points.

To make: Body is cardboard jar lid liner about 3" diam.; cut out to form legs; straighten so frog stands. In back, insert 1¼" metal bottle cap. Mouth is 1¾" cardboard lid liner; fold in half, leave gaping; secure with pipe cleaner pasted to body; likewise 1" diam. eyes. Paint body, back of eyes and mouth green; inside mouth red; eyes yellow; pupils blue.

Octopus Orbit — Sail octopus across room as if in orbit. If it lands upright, score 1 point. Next, player holds octopus out in front of him and drops it. If it lands upright; score 1 point; game is 10 points.

To make: Body is cardboard lid liner 3¼" diam.; cut out to form legs. Head is 1½" liner; secure with pipe cleaner firmly pasted to center of body. Paint octopus pink, the lips red, the eyes blue.

Beetle Bounce—On a bat bounce beetle up in air. Each time it lands upright, score 1; game is 10. ***To make:*** The bat is cardboard lid liner 2¾" diam. Handle is 5½" length of pipe cleaner, doubled for 2" loop, with 1½" woven into 4 holes punched near edge; paste down rigidly on both sides. Beetle is ⅞" diam. liner. Punch holes around edge. Insert 6 pipe cleaner legs, paste down. Head is ¾" diam., cut down to ⅝" depth; paste to body. Punch 2 holes at top, insert 2 pipe cleaner feelers. Paint beetle-like.

Goldfish Golf—Put fish on floor; marble for ball 3 ft. away. With sipper for golf club, hit ball through fish's mouth for hole. Player with fewest strokes wins. ***To make:*** Body is 3" jar lid liner; cut 1½" hole, opening on floor. Cut jagged edges around another same size liner; cut in two. Rigidly paste one half to each side of body so fish stands. Paint fish orange for gold, outline mouth in red, make big eyes.

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(Continued from page 81)

ect X became his voluntary struggle to break a habit—a personal undertaking known only to parents and to me. (What *my* Project X would be was obvious.) Part of the challenge came at the end of each marking period when the student evaluated his own progress and entered a grade on his card.

Over a span of many years, hundreds of youngsters proved mature enough to face reality and attempt Project X. Hundreds felt, as one boy expressed it, "I've a habit I can hex by working on my Project X."

—Howard M. Sage, *former teacher of history, Portland (Oregon) Public Schools.*

Minihelpers

You can make the unit on community helpers more stimulating to elementary students by expanding the typical list of helpers (policeman, grocer, telephone operator, doctor, lawyer, druggist) to include some of the *children's* positions, such as patrol boy, baby-sitter, paper boy, and errand runner.

I have found that this approach reduces the artificial aspects of the unit and helps the students feel that they need not wait until they are adults to be community helpers.

—Ernest D. Riggsby, *visiting professor, Auburn (Alabama) University.*

Silhouettes for Gifts

Focus the bright light of your filmstrip machine on a large piece of white chart paper that you have taped to the chalkboard. Then have a pupil stand between the two so that his profile casts a shadow on the paper.

Another pupil can then outline the shadow in pencil, cut it out, place it on black construction paper, and recut it. The first pupil will then have a very good silhouette of himself to take home.

—Mildren M. Austin, *former first grade teacher, Monroe County, Alabama.*

Institute on Tour

One day almost a year ago, about 300 teachers from Cache County (Utah) School District boarded buses and cars and rolled off to their first "Institute on Tour."

Before the day was over, teacher delegations from the district had visited 33 schools in Utah and Idaho, some of them more than 120 miles away.

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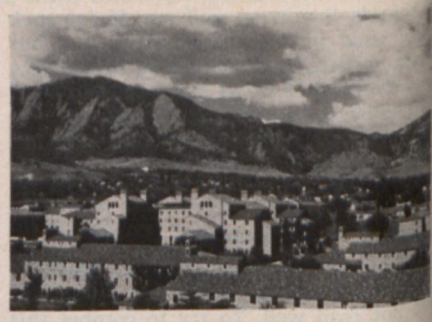

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investigated the use of traditional buildings for team teaching.

Judging from the enthusiastic comments most of the teachers wrote on their evaluation sheets when they returned, the experiment was a great success, and we are introducing many of these innovations in our school district this year.

—Kaye Evans, *librarian, Lincoln School, Hyrum, Utah.*

Food for Thought

Junior high age children know about crime, they discuss it, and some are experienced in it. Our faculty chose to expose them to some of the consequences of crime. After this decision (which was made after we learned that 30 percent of the major-offense juvenile cases in our city in 1966 involved boys and girls age 15 or under), we invited four inmates from the Nebraska Penal and Correctional Complex to speak to an assembly of our student body.

We scheduled the assembly with the provision that attendance was not compulsory; we invited the parents; and we offered a study hall for any students who might not attend.

The four inmates described life in prison—the sameness, the loneliness, the bells that ordered their movements all day long, day after monotonous day. They traced what they believed were the contributing influences in their early lives that caused them to become criminals.

Henry, for example, began drinking, gambling, and stealing in junior high; he broke into his school three times before getting caught. This didn't stop him, though, for he was copying older brothers, already deep in crime, whom he idolized. Henry told of cutting down the body of one brother who hanged himself in prison. But hardest to face, he felt, was not being able to attend his parents' funerals.

At the close of the talks, the men answered questions that the students had prepared in social studies classes. Despair was reflected in Henry's frank answer to the question: Would you ever return to stealing when you get out?

"I don't really know," he said. "If I got a job and could keep it, I probably would not. But it is hard for an ex-con to get a job. . . . And if there is ever any trouble, he is the first one picked up and questioned.

"I'll have about $300 when I leave prison, but that won't last very long. I've never had a job. . . . I just don't know. But I'm not going to starve, either. Stealing is all I know how to do. A criminal actually is not even any good to himself. I don't know if I'll make it or not; I don't know if I care."

The impact of the stories told by these four inmates showed in the comments students wrote when they returned, sober and serious, to their classrooms. One seventh grade boy wrote, "I think it helped me because I am a potential thief and always have tried to stop but couldn't. This helped me understand what it is like to be in prison and I don't think it is fun."

No one doubts that this assembly was the most thought-provoking one in years. The faculty feels that the boys and girls were helped to face a reality: the consequences of committing a criminal act.

—Dorothy L. Carl, *media specialist, Irving Junior High School Media Center, Lincoln, Nebraska.*

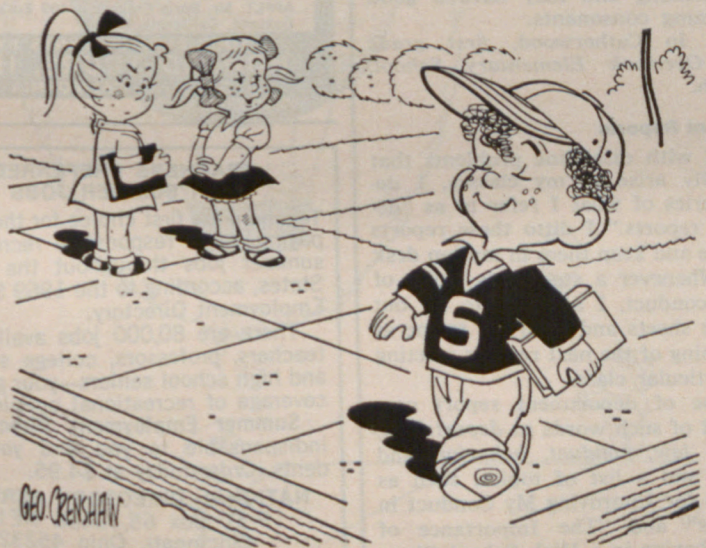
Book Reports Can Be Interesting

I have found a way for primary children to make their book reports interesting. Because of my enthusiasm for the overhead projector as a teaching tool, I have my second graders use watercolor felt-tip pens to make illustrations on transparencies. Each child displays his illustrations as he tells a few pertinent facts about the book he has read.

Following each report we have a lively question-and-answer session to help the class members decide whether they would like to read the book and whether the child who made the report really read and understood the book.

I no longer need to urge the children

(Continued on page 84)



"If I ever stop hating boys, Joey's the one I'll stop hating first."

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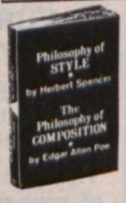

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(Continued from page 83)

to read a library book each week. My problem now is finding time for 31 second graders to give their reports.

—Sarah Houk, *second grade teacher, Eisenhower School, Indiana, Pennsylvania.*

The "Unfinished Story" in Remedial Reading Class

For several years I have saved the "Unfinished Story" published in each issue of the NEA JOURNAL. I now work with remedial reading students and have found a popular use for the stories.

I fold a sheet of construction paper in half and mount the story on the inside folds. I mount the title on the front and paste two pockets on the back of the folded sheet. One pocket is marked "Blanks," the other is marked "Opinions."

After a child reads the story, he writes his opinion on one of the blanks and places it in the Opinions pocket. If he wishes, a child may read one of the stories and his opinion to the class. As he reads the story aloud, I am able to help him with reading skills. (An added benefit is the insights their opinions give me into some of their problems.)

The children enjoy doing this and frequently ask for the stories, which they read much more readily than textbooks.

—LUVONNE PITTS, *reading teacher, West Muskingum School District, Zanesville, Ohio.*

What Will Pop If You Stick a Pin in It?

Learning initial and ending consonant sounds can become a bore for first graders, but riddles are always fun.

For each consonant sound I teach, I ask the children to create a riddle to present to the class.

Examples of B-sound riddles: What is yellow, and you peel and eat it? (A banana.) What can go, and a lot of people ride in it? (A bus.)

Of course the children don't always phrase their riddles correctly, but they gain practice in creative thinking and public speaking and they have a good time learning consonants.

—Judie Jo Catherwood, *first grade teacher, Overlook Elementary School, Pittsburgh.*

Deportment Reports

To deal with discipline problems that occasionally arise in my classes, I devised a series of what I refer to as "deportment reports." I ditto these reports in advance and keep them in my top desk drawer. Whenever a student is guilty of some misconduct, I ask him to fill out one of the sheets and return it to me at the beginning of the next regular meeting of his particular class.

One type of deportment report contains a list of such words as *deportment, obedience, law, conduct, behavior,* and *authority,* and a list of topics, such as "My Plans for Improving My Conduct in This Class" and "The Importance of Proper Behavior in a High School Class-

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room." The offending student must define all the words and write a 200-word essay on whichever topic I select. (I have found that 200 words on one of these topics is enough to enable the student to focus his attention on the behavior and to write concisely. Longer themes are no more effective and encourage wordiness.)

A simpler sheet lists theme topics but omits the word list and substitutes for it a number of offenses that I can check off.

A third deportment sheet requires that the student write a paragraph on each of these topics: "What Is Expected of Me During Class Time?" "What I Would Do To Get Students To Behave if I Were a Teacher," "What I Can Do To Make This School Better," and "The Importance of Obeying School Rules."

A fourth sheet is designed to probe the cause of the misbehavior. It asks the student such questions as "What makes you perform this particular act of misconduct?" "Why did you do it on this occasion (today)?" "Was anyone else to blame?" "What punishment do you believe to be appropriate for you for your misconduct today?" "What should be done to keep you from misbehaving?" And it lists these theme topics, one of which I assign: "How To Keep Students from Misbehaving in Classrooms," "My Most Embarrassing Moment," "How To Make School Interesting for Teen-Agers," "What I Dislike About School," "What I Like Most About School," "The School of the Future," "My Problems," "Qualities I Admire in Teachers," "Qualities Teachers Admire in Students," "What Is Fairness?"

These sheets have a businesslike, if not "official," appearance. Students realize they are being reprimanded, but usually do not resent this method. I am able to handle problems quickly in the classroom without resorting to the help of the school office.

—Gerald A. Burkett, *teacher of Spanish, French, and English, Cumberland High School, Nashville, Tennessee.*

Handy Lists

You will find it a real time-saver if you ditto up a typed (double spaced) alphabetical list of the names of your students and run off a supply. These lists have many uses—for annotations, evaluations, scoring games, and so on. Furthermore, whenever the principal, another teacher, your room mother, or the PTA needs a list of your students, you can quickly provide one.

The names of students in the classroom can be the basis of a spelling lesson, too.

—Margaret Anne Kaiser, *intermediate teacher, Nicholson School, Richmond, Indiana.*

Ontario Curriculum Development Reports

New Dimensions in Curriculum Development, report of the Second International Curriculum Conference, is available at $1.25 per copy from the Publications Office, Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada. The report of the First International Curriculum Conference, mentioned in the November 22 issue of the *NEA Reporter*, is out of print.

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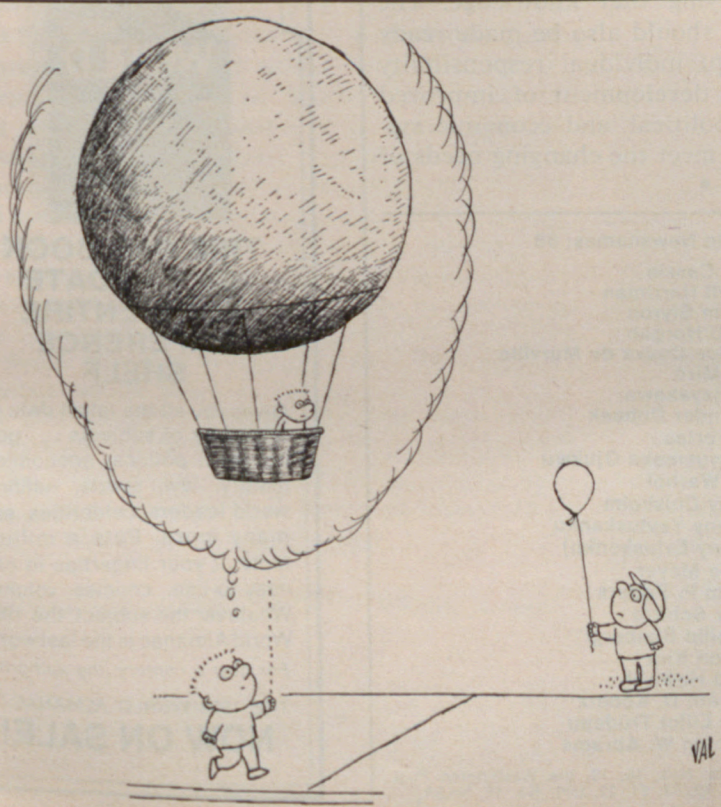

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THE IMBALANCE OF NATURE

(Continued from page 28)

Energy stored or created in the earth's interior provides the power for the dynamics of the solid earth.

2. Man as a biologic being is part of a dynamic ecological system embracing all living things.

3. Man as a rational being is capable of cooperating with and utilizing the dynamics of nature to produce an abundance of the necessities for life as well as of the amenities for living. But increases in human population have provided continuous crises in the effective adaptation of man to his environment. Understanding of nature and of man can provide the critical capabilities to meet critical problems.

4. Man as a social being finds it necessary to devise systems of individual, social, economic, and political behavior. These, too, are dynamic and subject to change with time.

General education must supplement specialized or professional education in order to give the student the ability and desire to engage in a lifetime of self-directed learning after formal schooling is completed. It should prepare individuals to search for new knowledge about how to maintain effective cooperation between man and his environment and for new ways of applying that knowledge. The student should also be made ready to accept individual responsibility for the development of improved social, political, and economic systems to meet the changing needs of society. •

Answers to Newsnames: 68

1. Rene Cassin
2. Averell Harriman
3. William Styron
4. Tom O'Horgan
5. Maurice Couve de Murville
6. Joan Miró
7. S. I. Hayakawa
8. Alexander Dubcek
9. Abe Fortas
10. Chukwuemeka Ojukwu
11. Andy Warhol
12. Shirley Chisholm
13. Yevgeny Yevtuskenko (Evgeny Evtuskenko)
14. Debbie Meyer
15. William P. Rogers
16. Walter Schirra
17. Dr. Philip Blaiberg
18. Grayson Kirk
19. Harold Howe II
20. Elizabeth D. Koontz
21. Pierre Elliot Trudeau
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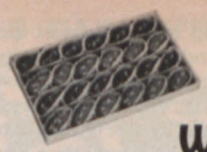

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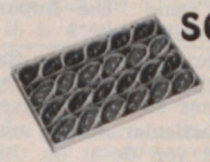

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In January we look forward. We look backward too. In education, as in other aspects of life, this can be a time when we pause to evaluate new experiments, new possibilities, new hopes—in the light of past successes and failures.

If we don't understand the past, we can't face the future wisely. It's hard to determine which people do more damage: those who, lacking background in history of education, indiscriminately embrace as remarkable innovation every idea that comes along; or those who, with the little knowledge that's a dangerous thing, reject each proposal because "it's been tried and didn't work."

As a New Year's contribution, we present here some of our favorite quotations on history which have served us as guide and interpreter. If you'd like to share your own favorites, please send them to us.

—Mildred Sandison Fenner, *editor.*

If progress is real, . . . it is not because we are born any healthier, better, or wiser than infants were in the past, but because we are born to a richer heritage, born on a higher level of that pedestal which the accumulation of knowledge and art raises as the ground and support of our being. The heritage rises, and man rises in proportion as he receives it.

History is, above all else, the creation and recording of that heritage; progress is its increasing abundance, preservation, transmission, and use. To those of us who study history not merely as a warning reminder of man's follies and crimes, but also as an encouraging remembrance of generative souls, the past ceases to be a depressing chamber of horrors; it becomes a celestial city, a spacious country of the mind, wherein a thousand saints, statesmen, inventors, scientists, poets, artists, musicians, lovers, and philosophers still live and speak, teach and carve and sing. The historian will not mourn because he can see no meaning in human existence except that which man puts into it; let it be our pride that we ourselves may put meaning into our lives, and sometimes a significance that transcends death. If a man is fortunate he will, before he dies, gather up as much as he can of his civilized heritage and transmit it to his children. And to his final breath he will be grateful for this inexhaustible legacy, knowing that it is our nourishing mother and our lasting life.—Will and Ariel Durant *in* The Lessons of History, *Simon and Schuster. 1968.*

To be ignorant of the past is to remain a child. —Cicero.

A boy without a memory cannot be educated. A man without a memory needs someone to look after him, or he will go on repeating his mistakes because he is always forgetting what he needs to remember, . . . that it is not the man who makes a mistake, but the man who repeats his mistakes, who is known for a fool. And a nation without a memory is in the same deplorable plight. To remember well the things that ought to be remembered and to profit by them is the rule for a safe, strong, and wise life for every man and for every nation.

The past is not something dead and gone. Whether men care to have anything to do with it or not, the past has a great deal to do with us. The past is the parent, the producing cause of the present. Science has taught us by a thousand proofs that the universe is what it is because of what it was, and that men are what they are now because of what men were before. And the big book of history, which is the world's memory, points the one "moral of all human tales" in revealing the truth that, no matter what else has changed, the human heart is still swayed by the same passions as ever. To learn well this lesson and never to forget it in the conduct of life, personal or national, is the one foundation for a sane education.—Andrew F. West, *then dean of the Graduate School of Princeton University, in an address before the NEA in 1918.*

A nation that does not know history is fated to repeat it.—George Santayana.

Asked if he could summarize the lessons of history in a short book, Charles A. Beard replied he could do it in four sentences:

1. Whom the gods would destroy, they first make mad with power.
2. The mills of God grind slowly, but they grind exceeding small.
3. The bee fertilizes the flower it robs.
4. When it is dark enough, you can see the stars.

Mankind is always more or less storm-driven; and history is the sextant and compass of states which, tossed by wind and current, would be lost in confusion if they could not fix their position. It enables communities to grasp their relationship with the past, and to chart on general lines their immediate forward course. It does more. By giving peoples a sense of continuity in all their efforts, and by chronicling immortal worth, it confers upon them both a consciousness of their unity, and a feeling of the importance of human achievement. History is more than a mere guide to nations. It is first a creator of nations, and after that, their inspirer. . . .

The grandeur of history sheds a grandeur upon ourselves. In the largest accomplishments of the past we feel that we have a share. . . .

As the distillation of everything that humanity has suffered, dared, failed, and vanquished, history is . . . the deepest philosophy, the truest poetry. Seated at the roaring loom of time, for six thousand years man has woven a seamless garment. But that garment is invisible and intangible save where the dyes of written history fall upon it, and forever preserve it as a possession of generations to come.—Allan Nevins *in* The Gateway to History, *© D.C. Heath and Company, Boston, 1938, and 1962.*

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